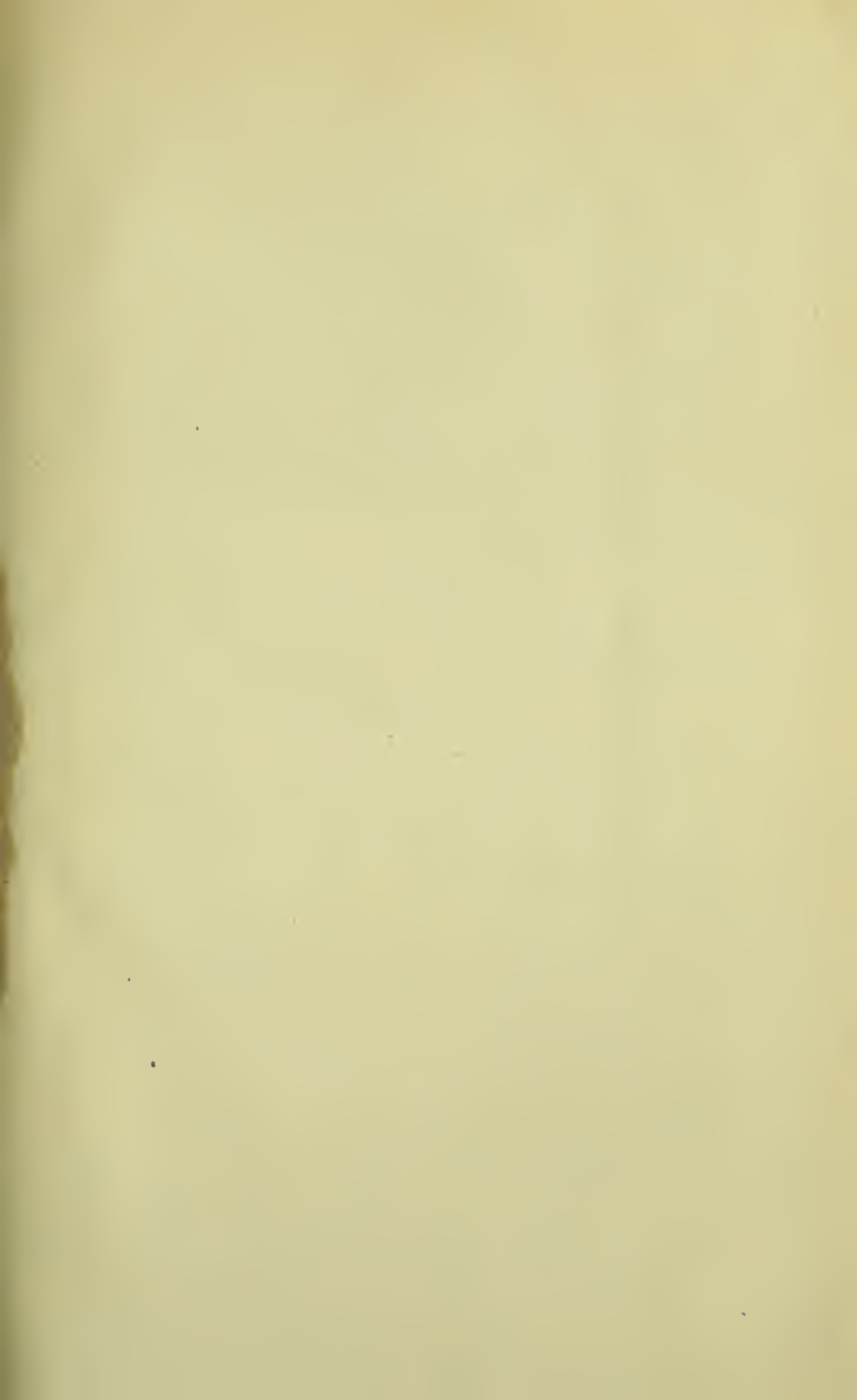


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The
AMERICAN
UNIVERSITY
BULLETIN

College of Arts and Sciences



ANNOUNCEMENTS FOR THE ACADEMIC YEAR 1962-1963

A STANDARD FOUR-YEAR COEDUCATIONAL COLLEGE

MEMBER OF

THE ASSOCIATION OF AMERICAN COLLEGES

THE AMERICAN COUNCIL ON EDUCATION

ACCREDITED BY

The Middle States Association
of Colleges and Secondary Schools

and

The University Senate
of the Methodist Church

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VOLUME 17

FEBRUARY, 1942

NUMBER 5

The
AMERICAN UNIVERSITY

College of Arts and Sciences

Catalog and Academic Program

1942-1943

WASHINGTON - DISTRICT OF COLUMBIA

CALENDAR

1942

JANUARY							JULY						
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THE COLLEGE YEAR

ACADEMIC YEAR 1941-1942

1942

- February 11, *Wednesday*.—Second semester classes begin at 8:10 a. m.
February 21, *Saturday*.—Psychological examination required of all new second-semester students, Assembly Room, 9 a. m.
March 23, *Monday*.—Mid-semester grade reports due.
May 7-8, *Thursday-Friday*.—Carnegie Graduate Record Examination for all sophomores and seniors.
May 28, *Thursday*.—Final examinations begin.
June 7, *Sunday*.—Baccalaureate Sunday.
June 8, *Monday*.—Annual Commencement.
June 25, *Thursday*.—Summer Session begins.
August 28, *Friday*.—Summer Session ends.

ACADEMIC YEAR 1942-1943

1942

- September 17, *Thursday*.—Registration of all new students for Orientation Program, Hurst Hall, 3 p. m.
September 18, *Friday*.—Psychological Test, required of all new students, Assembly Room, 9:30 a. m.
September 19, *Saturday*.—Registration of new freshmen for college courses, Hurst Hall, 9 a. m.
September 21, *Monday*.—English examination, required of all freshmen, Assembly Room, 9 a. m.
September 21-22, *Monday-Tuesday*.—Registration of transfers and former students, Hurst Hall, 9 a. m. to 4 p. m.
September 22, *Tuesday*.—Last day of registration without payment of late-registration fee.
September 23, *Wednesday*.—Opening Convocation, Chapel, 9:30 a. m.
September 23, *Wednesday*.—All college classes begin, 11 a. m.
October 5, *Monday*.—Last day for admission to classes in the College, for change in registration without payment of fee, and for refunds for courses dropped.
November 9, *Monday*.—Mid-semester grade reports due.
November 16, *Monday*.—Last day for permission to drop courses without grade of F.

1943

January 18, *Monday*.—Mid-year examinations begin.

February 1-2, *Monday-Tuesday*.—Registration for second semester.

February 2, *Tuesday*.—Last day of registration without payment of late-registration fee.

February 6, *Saturday*.—Psychological examination, required of all new second-semester students, Assembly Room, 9 a. m.

February 16, *Tuesday*.—Last day for admission to second-semester classes, for permission to change registration without payment of fee, and for refunds for courses dropped.

February 24, *Wednesday*.—Founders' Day.

March 22, *Monday*.—Mid-semester grade reports due.

March 29, *Monday*.—Last day for permission to drop courses without grade of F.

May 6-7, *Thursday-Friday*.—Carnegie Graduate Record Examinations for all sophomores and seniors.

May 20, *Thursday*.—Final examinations begin.

May 31, *Monday*.—Annual Commencement.

HOLIDAY CALENDAR

1942

February 9, *Monday*.—Mid-Year vacation ends, 8:30 a. m.

March 27, *Friday*.—Spring vacation begins, 4 p. m.

April 7, *Tuesday*.—Spring vacation ends, 8:30 a. m.

April 15, *Wednesday*.—Campus Day; no classes.

May 30, *Saturday*.—Memorial Day; a holiday.

November 25, *Wednesday*.—Thanksgiving vacation begins, 1 p. m.

November 30, *Monday*.—Thanksgiving vacation ends, 8:30 a. m.

December 12, *Saturday*.—Christmas vacation begins, 1 p. m.

1943

January 4, *Monday*.—Christmas vacation ends, 8:30 a. m.

February 22, *Monday*.—Washington's birthday; a holiday.

April 14, *Wednesday*.—Campus Day; no classes.

April 22, *Thursday*.—Easter vacation begins, 4 p. m.

April 27, *Tuesday*.—Easter vacation ends, 8:30 a. m.

May 30, *Sunday*.—Memorial Day.

BIOGRAPHY OF THE COLLEGE

The College of Arts and Sciences of The American University is one of the younger coeducational undergraduate colleges. Its educational program has been developed during the last decade and a half to combine the intellectual discipline of the classical arts program with the purposeful initiative and freedom which characterize progressive education.

The American University was chartered by an Act of the Congress of the United States of America on February 24, 1893. Its incorporation was the result of a conviction in the minds of Christian statesmen and educators that a significant Protestant graduate institution should be established in the Nation's Capital to organize the increasingly rich opportunities for research and cultural living into a curriculum which would make the whole city a veritable university. Until the opening of the College on September 23, 1925, The American University was the only institution in the country at the time which did not have an undergraduate division.

The leadership in founding the University was taken by Bishop John Fletcher Hurst of the Methodist Church. On Christmas Day, 1889, he began the search for a campus in the District of Columbia. He was fortunate in the selection of a ninety-two acre wooded slope in the Northwest Heights of Washington. High points on the campus command a panoramic view over the District of Columbia, the Manassas Plains, the Blue Ridge Mountains of Virginia, Harper's Ferry Notch, and Sugar Loaf Mountain of Western Maryland.

The Graduate School, the first unit of the University to be established, was formally opened by President Woodrow Wilson on May 27, 1914. Describing the inauguration of a university as a "great adventure of the immortal part of us," President Wilson said:

"There is no particular propriety in my being present to open a University merely because I am President of the United States. Nobody is president of any part of the human mind. The mind is free. It owes subservience and allegiance to nobody under God. . . . We are here setting up on this hill as upon a high pedestal once more the compass of human life with its great needle pointing steadfastly at the lodestar of the human spirit."

The spirit of The American University was well-defined at a Convocation by the Honorable Newton W. Rowell, of the King's Council, Canada, when he said:

"The American spirit is more easily understood than defined. Some, at least, of its characteristics are an ardent patriotism, a marked individuality, a notable self-reliance, an outstanding optimism, strong moral aspiration, and a democratic spirit. These qualities might be described as the new world idea of citizenship. But the founders of this institution had a still broader conception of the new world ideal. The American spirit, broadened, steadied, and disciplined by education, may yet be intellectually cold and selfish. If so, it can neither save its own country nor help to save the world. It must be warmed and inspired with noble and unselfish ideals, and so they founded not a secular but a Christian university, the roots of which sink deep into the religious life of the country. The Christian conception of national life is not narrow selfishness; it is not national isolation; it is the expression of the spirit of Service in practical coöperation on a world-wide scale in the interests of humanity. The Christian conception is one humanity of which all nations are members. No one member can be honored without the whole body of humanity being honored with it."

In this spirit the founders inscribed upon the seal of the University the words *Pro Deo et Patria*.

EDUCATIONAL PROGRAM

The program of the College of Arts and Sciences is based on the conviction that the educational process is dependent upon a group of reciprocal obligations of faculty and students to each other and to society. It is also rooted in the nature of the rich cultural environment of Washington, in which the College is located.

EDUCATION IS NECESSARILY SELF-EDUCATION

Recognizing formal education as a human relationship, the College holds that the effectiveness of any university is measured by the degree in which the teacher and the pupil are associated in a common intellectual and spiritual adventure. At some point in the genuine educational process one of the great mysteries of life becomes operative. *The self takes the leadership of self.*

The self becomes both teacher and student. When the instructor has been successful in encouraging the student to take himself in hand and assume the responsibility for his own education, he has achieved an ideal. The College holds that a professor is a success to the extent to which he can quietly withdraw and let himself be used as an instrument by the student. The teacher's function as an educator is to make himself dispensable.

The development of the habits of intellectual initiative, independent intellectual curiosity, and spiritual adventure in the College of Arts and Sciences is the product of a related series of situations.

(1) *The intellectual capabilities* of the young men and young women in the student body, as demonstrated by psychological examinations, are high.

(2) *The intimacy of the small college* furthers intellectual companionship between faculty and students and among the students themselves. Small classes, with a high ratio of teachers to students, enables sympathetic counseling and individual instruction.

(3) *The academic spirit of the faculty*, graduates of the best universities of the world and devoted to teaching, contributes toward the educational objectives. Faculty members are sufficiently engaged in research to keep alert and in the forefront of the profession. This research interest is contagious among the students.

(4) *Freedom from routine class attendance* is necessary if a student is to have intellectual responsibility for his own development. The College recognizes this fact and grants complete freedom to students achieving a B average or better in their studies.

(5) *The rich cultural environment* of Washington offers an inexhaustible challenge to the independent intellectual activity of the student who has matured to the mastery of his own self.

HARD WORK IN MASTERING FACTS

The College affirms that education is hard work and "unavoidably intellectual," to use the words of the Carnegie Foundation for the Advancement of Teaching. The College believes there is no royal road to knowledge nor a magic formula which can sugar-coat the hard labor necessary to education. Recognizing that education is essentially self-education, that the College must create situations which encourage students to pursue their own education under their own momentum, and that the student, as Carlyle said, must not "sit as a passive bucket and be pumped into," the College quite frankly declares that there is drudgery in the educational process, just as there is drudgery in everything that is worth doing in life itself.

A relatively permanent and available equipment of facts is necessary as a precondition for life in society. It has become evident with experiment in education that a mind which is not well-furnished has no raw materials with which to forge an intellect. Formal education reduces the age-long groping of mankind for adequate patterns of life to a few years of organized instruction. The mastery of the rudiments of the content of this experience is exacting; the process demands sustained hard work. Creative scholarship is probably the most painstaking hard labor to which a human being voluntarily subjects himself.

THINKING THROUGH FACTS TO MEANINGS

Facts are useful, however, only as they are organized into patterns which have meaning. Facts have meanings only in their relationships. Relationship is established by thinking. The real labor of the young scholar is in "thinking." At this point the intimacy of student with teacher, of student with student, so natural in the small college, provokes and matures the thinking process.

Whatever else colleges may incidentally do, their primary function is that of developing in man dependable, scientific, organizing conceptions of his world and of his place in that world—dependable, scientific, cultural ways to guide him in his adjustment within himself, in his adjustments with the world of nature, in his adjustments with his fellow man.

Despite its insistence on the imperativeness of thinking through facts to meaningful relationships, the College of Arts and Sciences does not offer survey or orientation courses in its general curriculum. Although such courses are offered in other divisions of the University, the College holds that thoroughness in one course is to be preferred for the time being to the breadth, and that a student who has become the leader of his intellectual destiny will discover so many interrelationships of the fields of knowledge well mastered that he will grow into an awareness of the interrelations of the fields of knowledge. This broader conception deepens in the upper-division years.

EDUCATION AND ETHICS

The College of Arts and Sciences takes a further position which it wishes clearly understood. It affirms the inseparable relationship of education and ethics. It recognizes religion as a vivid, concrete

phenomenon of history and of every-day living. It believes that students and faculty need to be surrounded by an environment which constantly reminds them of the higher destiny and moral responsibilities. Religion is a part of the curriculum. Attendance at chapel service once a week in the Metropolitan Memorial Church is required. The College affirms that to train the mind without giving discipline and direction to the heart is to avoid the full responsibility of the University. To make men efficient, said Socrates, without reverence and restraint is simply to equip them with ampler means for harm.

PARTICIPATION IN THE LIFE OF THE LOCAL COMMUNITY

The College recognizes that it must develop new generations of citizens who voluntarily will take posts of responsibility in the neighborhood and on the battlefronts of the local community. It accepts the task of encouraging a participating social intelligence, projected to the ends of spiritual insight and social reconstruction. It is all the more conscious of its obligation in this respect because of its location in the world's capital of democracy.

THE EXTERNAL EXAMINATIONS

At two divisional points in the course, the College takes an inventory of the command which the students have over facts, thought through in their relationships to meanings related to life and its problems. In the spring of the sophomore year, and again in the spring of the senior year, the Carnegie Graduate Record Examination is administered over a period of two days. This is an external examination; the questions are neither prepared nor graded by the College. The results are reduced by the educational statisticians of the Carnegie Foundation for the Advancement of Teaching to an "intellectual profile" chart. This chart becomes a part of the cumulative record of each student. The results of the divisional examination at the sophomore level are used in guidance and in the appraisal of a student's capacity to do distinguished work in the junior and senior years of the College. The results of the senior level are useful in guidance into graduate work and for the selection of students who graduate with distinction. The statistical results of the whole program are used by the faculty in continuing appraisal of the effectiveness of the educational program of the College.

JUNIOR COLLEGE TRANSFER

The College of Arts and Sciences gives special attention to the increasing number of junior college graduates who come to Washington to study. The intimacy of the small college community is such that the Associate in Arts can enter into the academic and social life without undergoing a severe reorientation process. Junior college graduates characteristically establish outstanding records in academic attainment and in participation in extra-curricular activities. Each junior college student is expected to take the Carnegie Graduate Record Examination in the junior year.

PROGRAM RESOURCES

The eighty-two acre wooded hilltop campus of the College of Arts and Sciences extends from Ward Circle at the intersection of Massachusetts and Nebraska Avenues, south to Spring Valley, an exclusive residential section of the city. Metropolitan Memorial Church, the college chapel, faces the campus at the intersection of Nebraska and New Mexico Avenues.

The real estate and equipment, exclusive of endowment, devoted to the educational purposes of the College is valued at \$3,027,300.

The campus is reached by buses numbered N 2, which leave central Washington at ten-minute intervals. The College is easily accessible to the cultural and administrative centers of the city. This is a situation which makes study in The American University so rich and vivid.

Hurst Hall, a three-story marble structure of Ionic architecture, was erected in 1898. It is the central educational unit, containing the administrative offices of the College, faculty studies, seminar-library in the social and political sciences, laboratories, departmental libraries, the College Post Office, and the students' supply store.

McKinley Hall, completed in 1917, is a magnificent marble structure named in honor of President William McKinley.¹ It is designed for administrative offices, faculty studies, conference rooms, and seminars.

Women's Residence Hall, completed in 1925, is a white stone structure with rooms for 200 women. Each residence room, decorated in pastel colors, is equipped with running hot and cold water, Simmons beds, spreads, venetian blinds, rubbed maple furniture, desks, and study lamps. Rooms of sophomore, junior, and senior women are furnished with rugs. Great Hall, a perfectly appointed parlor in the best Washington tradition, has two fireplaces and mural panels, and is a social center of the College. Small parlors are available for intimate groups. The dining room is located in the Women's Residence Hall. Breakfast, which may be enjoyed leisurely over a half-hour period, is served cafeteria style. Luncheon is also on the cafeteria plan. Evening dinner is more formal. Guest rooms are available for the entertainment of parents and friends. The College dispensary and infirmary rooms are located in a wing of the Women's Residence Hall. Resident nurses are on duty day and night.

President's House, erected in 1925, is a colonial home occupying a high spot of ground on the campus. It commands an extensive view across the country to the north and west. It is a center of informal groups and teas, especially on Sunday evenings.

The *Central Heating Plant* was erected in 1925. The booster apparatus of Radio Station WINX is located in a wing of this building.

Battelle Memorial, a two-story structure, was erected in 1926. It houses the main library, periodical room, and the administrative offices of the University.

¹During the emergency, The American University has made this Hall available to a strategic division of the Chesapeake and Potomac Telephone Company, the nerve system of the war effort. It will not be used by the College for general academic purposes until the end of the war.

The *Gymnasium*, erected in 1926, is the center of physical education activity. In addition to meeting the needs of the athletic program the building has a large stage which is used for dramatic performances. A lounge and a game room are provided on the second floor.

Hamilton House, residence hall for men, was opened in 1930. A three-story Gothic structure, it houses fifty men in single and double rooms and in dormitory suites. A beautifully appointed lounge, with a fireplace, is a popular gathering center for discussion groups.

The College maintains a few small research laboratories for professors doing special work. The Department of Biology owns and operates its own animal house for the supply of its laboratories.

THE LIBRARIES

The libraries are an indispensable tool of the student in pursuing the kind of curriculum maintained by the College. Over 60,000 carefully selected volumes and manuscripts are available to students for specialized reference and research.

A special library in the social and political sciences and international law and affairs is located in the seminar room in Hurst Hall.

The library bequeathed to the University by the late Artemus Martin, librarian and computer of the United States Coast and Geodetic Survey, is housed in the Department of Mathematics. It consists of some 10,000 books and manuscripts. This library, as the Dictionary of American Biography reports, "was considered one of the finest private mathematical collections in America."

The Bradley collection, dealing with the history of the Caribbean area in the seventeenth and eighteenth centuries, and mostly in French and Spanish, is located in the President's Office.

The College is the custodian of the library of the American Peace Society. The volumes are housed in the office of the registrar. Volumes and documents in this valuable collection are for research and reference only and do not circulate.

Small reference libraries are located in the offices of the various departments of the College.

A system of inter-library exchange between the divisions of the University makes the library of the School of Social Sciences and Public Affairs available to students of the College. This is devoted almost wholly to the social and political sciences, economics, international law and affairs, public and personnel administration, statistics, history, and social economy.

THE LABORATORIES

Well-equipped laboratories are maintained for the Departments of Biology, Chemistry, Physics, and Psychology.

BIOLOGY

The *Freshman Biological Laboratory* is equipped with tables, compound and simple microscopes for individual work, excellent models, life-histories and museum specimens, charts, lantern-slides, and a motion-picture projector. Individual steel lockers are furnished students for use during the course.

The physiology and bacteriology laboratory is equipped with oil-immersion compound microscopes for individual use, autoclave, sterilizers, incubators, electrolux refrigerator, hydrogen ion potentiometer, and other bacteriological equipment, and kymographs, and related apparatus for physiological studies.

The advanced laboratory is equipped with oil-immersion compound microscopes, Greenough binocular microscopes, rotary and sliding microtones, paraffin oven, and other equipment for the teaching of cryptogamic and phanerogamic botany, biological technique (including histology), entomology, and invertebrate zoölogy.

A dark room, belonging to the department, is available for work in biological technique, micro-photography, and in lantern-slide making.

CHEMISTRY

The Department of Chemistry has three laboratories, each of which is well equipped with modern appliances and apparatus.

The general chemistry laboratory has wood desks with alberene stone tops and locker space to accommodate forty-eight students in sections of twelve at a time. This laboratory also has a convenient arrangement of reagent shelves and fume hood.

The analytical laboratory has fireproof equipment of steel and alberene stone. There is desk space to accommodate sixteen students in groups of eight at a time. A reagent shelf, fume hood, balance room, and an independent water still complete the equipment.

The organic and physical laboratories also have all fireproof steel and alberene equipment each with working space for sixteen students.

There is a general storeroom for apparatus and chemical supplies, and every effort is made to provide students with all necessary chemicals and modern apparatus, so that the individual student may acquire first-hand experimental knowledge and technique in the laboratory.

PHYSICS

The Physics Laboratory is equipped with desk space for sixteen students to work at one time. No pains have been spared in selecting the best laboratory equipment and the most modern apparatus for exact physical measurement. A convenient storage space has been provided for the larger pieces of apparatus, and a dust-proof case protects the finer pieces. A small shop, fitted with lathe, drill press, and grinder, is available for the construction and repair of apparatus.

The mathematics department and the physics department own a very complete photographic equipment. This equipment makes it possible to do all the ordinary photographic and copy work and also to give a very good laboratory course in photography.

PSYCHOLOGY

The Psychological Laboratory provides facilities for about twenty students pursuing introductory experimental work, with apparatus for simple sense-reactions, sense-perception, attention, and memory. The laboratory seeks to meet the needs of students preparing for advanced work in education and psychology.

RESOURCES OF WASHINGTON

The vast resources of Washington welcome the student from the quiet campus to intellectual and spiritual adventure in the throbbing center of American life. The opportunities for personal and cultural growth, as well as for advanced thought provoking research, are limited only by the student's own intellectual curiosity. Integration of the real and stimulating situations with the curriculum is always an objective in the academic program; systematic information about places, persons, and events is supplied to students.

By an Act of Congress, dated April 12, 1892, the facilities of all governmental collections in Washington, established for the promotion of knowledge, are accessible to students of any institution of higher education in the District of Columbia.

Chief among these available resources is the Library of Congress. The opportunity of using this library is a privilege of earnest students. Smithsonian Institution, with its scientific treasures and programs of research, makes vivid the facts which are learned in books.

Museums supply rich source material in their galleries for both historical and cultural study. These include: the National Gallery of Art, with its priceless masterpieces from the collections of the old world; the National Museum, with its archeological sources, folk and applied art; Corcoran Gallery of Art, with its permanent collection particularly rich in the history and development of American art and its provision for current exhibitions; Phillips Memorial Gallery, presenting the evolution of modern art to the point of radical modernism; Freer Gallery, with its oriental art, Whistleriana, and American paintings; Myres Textile Museum, with its rugs and tapestries; and Dumbarton Oaks, with its Oriental art.

Folger Shakespeare Library, housed in one of the most beautiful of all the marble buildings of the city, contains the world's most complete collection of books, manuscripts, folios, pictures, holographs, and other materials relating to Shakespearean literature and drama.

Traditions of America live in the shrines of Washington, Jefferson, and Lincoln. Chamber music in the Coolidge Auditorium of the Library of Congress is unsurpassed. The performance of the National Symphony Orchestra, of opera at the Watergate, and of drama at the Repertoire Theatre makes music and drama a part of the normal life of Washingtonians.

Most significant in the opinion of the College, however, is the opportunity afforded by the nation's capital of first-hand observation of the legislative, judicial, administrative, and research activities of the government. Political science, for example, lives beyond textbooks when one watches Congress in session, listens to the reading of bills and to the debates, sits in committee hearings, hears the Supreme Court deliver opinions which affect the economic and political life of the whole nation, and sees the persons who day by day make current history.

The College affirms that the student who looks upon his college life in Washington as a spiritual adventure to be pursued with intellectual initiative will have opportunities for growth unsurpassed by any other educational situation in the world.

METROPOLITAN MEMORIAL

College Chapel services are held in Metropolitan Memorial, a church erected as a "connectional monument to our beloved Methodism," as the General Conference of 1856 defined it. On March 25, 1890, Bishop John F. Hurst first publicly presented the plan for the organization of "The American University" in the old Metropolitan Church in the heart of Washington. On Easter Sunday, 1921, the Honorable Charles Curtis, Vice-President of the United States, laid the cornerstone of the present beautiful edifice at the campus, using the gavel and trowel used by George Washington in laying the cornerstone of the Nation's Capitol.

Metropolitan Memorial has so many features of religious, historical, and architectural interest that the College urges its students to study it to the end that their devotions within its walls may be more ennobling.

The general character of the Sanctuary is in keeping with the Gothic spirit with a touch of the flamboyant in its traceried windows and detail, symbolical of the eternal flame. The plan is cruciform, with the western façade containing the entrance porch facing the setting sun and the eastern end containing the chancel toward the morning sun.

Since the edifice is the expression in Washington of the Methodism of America, it was felt essential that the materials used in its construction should be drawn from the country at large. As a result, one finds copper from Arizona for the roofs; limestone from Indiana for the trim; precast stone from Ohio for the interior; slate from Vermont for the floors; flaggings from Pennsylvania and New York; American walnut for the trim from the South; for the open timber roof, Redwood from California, the "everlasting wood"; steel sash from Michigan; steel from Pittsburgh; and hardware from Connecticut.

Passing through the main entrance one enters the spacious narthex which is divided from the nave by a carved walnut screen whose tracery is filled with antique glass and whose twelve divisions carry shields of the twelve Apostles worked in lead silhouettes in repose. The whole treatment of the interior has sought to lead the eye of the worshiper up to the chancel. Here a simple limestone slab carries the cross, the emblem of the Christian faith. A stone frame carries the dossal cloth, and above the lintel the wall is pierced by a rose window filled with richly colored glass.

The clerestory windows above the Altar symbolize the descent of the Holy Spirit. Encircling it are words: "He that believeth on the Son of God, hath the witness in himself." The great west window filling the space above the balcony is an interpretation of the Christian virtues, Faith, Hope, Love, and Justice, with the three central panels carrying the scene of the Transfiguration. Christ, Moses, and Elias appear as figures; Peter, James and John are represented symbolically.

A few historical symbols relate the Church to the land of Christianity's origin. The pulpit and altar-rail were made in part from olive wood from the Garden of Gethsemane and Mount of Olives and cedar wood from Mount Lebanon. The wood was brought from the Holy Land in rough logs. The marble tiles in the chancel were brought from the ruins of Solomon's Temple.

ADMISSION REQUIREMENTS

A student is admitted to the College either to *freshman* or to *advanced* standing.

FRESHMAN STANDING

A student is admitted to freshman standing by either of the following plans:

1. **Admission by Certificate.**—A graduate of an approved secondary school may be admitted if the student has completed a minimum of fifteen units of work with at least a C average. Twelve of the units required must be in academic subjects such as English, foreign languages, mathematics, natural sciences, and social sciences. The other three units may be presented in any subjects in the regular curriculum of the secondary school. A secondary school graduate who does not meet the specific requirements as stated for admission by Certificate may be admitted by special action of the Committee on Admissions. The Committee considers each case on its individual merits and endeavors to determine from the evidence submitted, or by special examinations, the ability of the student to do college work satisfactorily.

2. **Admission by examination.**—A student who is not a graduate of a secondary school may make up deficiencies in specific subjects by passing the examinations of the College Entrance Examination Board, or of the New York Board of Regents, or of similar state agencies. Upon request the Director of Admissions of the College will give information concerning these examinations.

ADVANCED STANDING

A student is admitted to advanced standing by transfer from an accredited institution, provided such student's previous college record is acceptable. An acceptable record is one which indicates satisfactory progress toward graduation.

Any student admitted by transfer from another institution as a candidate for a degree from The American University must meet the specific graduation requirements of The American University, including the residence requirement of a minimum of thirty semester-hours of work with an average of at least C.

ADMISSION PROCEDURE

An application for admission is made to the Director of Admissions. It should be submitted as soon as the student has decided to pursue studies in the College. Each applicant has the personal responsibility for submitting the following credentials to the Office of Admissions:

1. **Formal application for admission.**—An applicant requests the Director of Admissions to send this form. It should be filled out in the applicant's own handwriting.

2. **Transcript of record.**—An applicant entering from a secondary school requests the Director of Admissions to send the form for recording a transcript of such student's academic record. The applicant presents this transcript blank to his secondary school principal or headmaster with the request that it be filled out and returned *directly* by such official to the Director of Admissions of the College.

A student transferring with advanced standing from another institution or entering as a graduate of a junior college requests the registrar of such institution to submit an official transcript *directly* to the Director of Admissions. A student admitted to advanced standing must file with the Director of Admissions an official transcript from each college previously attended. The transcript from the institution last attended must show that the applicant is eligible to return to that institution and that he has been honorably dismissed. No credit by transfer, as a rule, is given for work of grade D.

3. **Matriculation form.**—An applicant fills in this form and returns it with the application for admission to the Director of Admissions. It must be accompanied by a matriculation fee of ten dollars. This fee is applied on the college bill for the semester, or is returned if the student's application for admission is refused.

4. **Health form.**—Certification of the physical condition of each student by a family physician is required. A blank for this statement is sent to each student by the Office of Admissions after the matriculation fee is paid.

APPLICATION FOR RESIDENCE HALL ROOMS

Applications for residence accommodations are made by filling out the matriculation form mentioned above and making the residence reservation payment of ten dollars. The fee is applied upon the bill for the first semester; it is not returnable after July 5. The Business Manager will submit floor plans of residence halls upon request. Assignment of rooms is in the order of reservation made with the Business Manager.

TIME OF ADMISSION

Students are admitted in the fall semester in September or in the spring semester in February. A student entering in February may carry either a slightly reduced course and be graduated with the class which enters in September; or carry additional work and by taking work in two or three summer sessions be graduated after two and two-thirds years in attendance.

GRADUATION REQUIREMENTS

The College of Arts and Sciences offers courses leading to the degrees of Bachelor of Arts and Bachelor of Science. The requirement for either degree is the completion of 130 semester-hours, including six semester-hours in physical education. An average of C in 124 hours is required, and all special requirements in the field of concentration must be met. The specific requirements in each major field are stated in the departmental curriculums in the next section.

A student transferring from another institution must complete a minimum of thirty semester-hours in residence.

Each candidate for a degree must complete at least forty semester-hours credit in courses numbered above 300. All requirements for a degree must be completed in not more than five years of full-time work.

STUDIES REQUIRED FOR THE DEGREE OF BACHELOR OF ARTS

Candidates for the degree of Bachelor of Arts are required to take a prescribed minimum of studies as follows:

English Composition and Literature.....	6 hours
Survey of English Literature.....	6 hours
Principles of Speech.....	4 hours
Physical Education.....	6 hours

Courses in each of the following groups, those in Groups I and II distributed over at least two departments:

GROUP I

Humanities—art, classics, education, English courses above 300, music, philosophy, psychology, religion, speech.....12 hours

GROUP II

Social Science—economics, history, political science, sociology.....12 hours

GROUP III

Modern Foreign Languages—French, German, Spanish.....12 hours

Twelve hours of courses in one foreign language are required, unless two years of work in a foreign language has been accepted for the admission of the student from the secondary school. If a student has such credit, he may elect to satisfy the language requirement either (1) by completing in the college six hours in the language presented for admission; (2) by passing a written examination in this language; or (3) by completing twelve hours in courses in another foreign language.

GROUP IV

Science and Mathematics—biology, chemistry, physics.

Two semesters in a course in laboratory science are required of all students. An additional year in science or mathematics is required of all students who have presented less than two years' work in science from secondary school.

STUDIES REQUIRED FOR THE DEGREE OF BACHELOR OF SCIENCE

Candidates for the degree of Bachelor of Science, except in the field of secretarial science,* are required to take the following courses:

English Composition and Literature.....	6 hours
Survey of English Literature.....	6 hours
Principles of Speech.....	2 hours
Physical Education.....	6 hours
Modern Foreign Language.....	12 hours†
Social Sciences and Humanities.....	18 hours
including at least six hours in each of two of these subjects: art, classics, economics, education, his- tory, music, philosophy, political science, psychol- ogy, religion, sociology	
Mathematics.....	6 hours
Natural Sciences and Mathematics.....	70 hours
in one of the following concentration groups	

GROUP I—Biology

Biology.....	41
Chemistry.....	16
Physics.....	8
Science elective.....	5

GROUP II—Chemistry

Chemistry.....	41
Mathematics (201-202).....	6
Physics.....	8
Science elective.....	15

GROUP III—Mathematics and Physics

Mathematics and Physics.....	41
in addition to the general mathematics requirement	
Biology.....	8
Chemistry.....	8
Chemistry-Biology electives.....	13

* Studies prescribed for the degree of Bachelor of Science with specialization in secretarial science are the same as those for the degree of Bachelor of Arts.

† A reading knowledge of either French, German, or Spanish may be certified by examination.

THE FACULTY

1941-1942

Members of the faculty are listed in the order of seniority and rank. The date following a name indicates the year of the first appointment to the University staff.

PAUL F. DOUGLASS (1941), B.A., M.A., LL.B., Ph.D.

President of the University.

EDWARD WILLIAM ENGEL (1928), B.S., Union; M.A., Ph.D., Princeton.

Administrative Assistant to the President and Professor of Chemistry.

GEORGE BENJAMIN WOODS (1925), B.A., Northwestern; M.A., Ph.D., Harvard.

Dean of the College and Professor of English.

MARY LOUISE BROWN (1925), B.A., DePauw; M.A., Michigan.

Dean of Women and Professor of English.

DELOS OSCAR KINSMAN (1926), B.L., Wisconsin; M.A., Butler; Ph.D., Wisconsin.

Professor of Economics, Emeritus.

JOHN EDWARD BENTLEY (1924), M.A., Clark; S.T.B., M.R.E., Boston; Th.D., McGill.

Professor of Psychology.

WILL HUTCHINS (1925), B.A., B.F.A., Yale; L.H.D., American.

Professor of Art.

WALTER FRANCIS SHENTON (1925), B.A., M.A., Dickinson; Ph.D., Johns Hopkins.

Professor of Mathematics.

C. HENRY LEINWEBER (1926), Ph.D., Fribourg.

Professor of German.

AUBERT BAIN POTORF (1936), B.A., West Virginia Wesleyan; B.D., Th.M., Th.D., Drew; D.D., Hamline.

William Fraser McDowell Professor of Philosophy and Religion.

WILLIAM BULTMAN HOLTON (1926), B.S., M.S., Ph.D., Illinois.

Professor of Chemistry.

JESSIE MARY FERGUSON (1927), B.A., Chattanooga; B.S. in Ed., M.A., Ph.D., Ohio State.

Professor of Education.

MERRITT C. BATCHELDER (1935), B.A., Hillsdale; M.A., Columbia; Ph.D., Iowa.

Associate Professor of English.

EARL AUBREY DENNIS (1935), B.A., Wooster; Ph.D., Chicago.

Associate Professor of Biology.

RUBERTA M. OLDS (1930), Ph.B., Chicago; M.A., Columbia.

Assistant Professor of Spanish.

IRMA ZINK (1933), B.A., California; B.S. in L.S., Columbia.

Librarian.

GEORGE WINSTON SMITH (1940), B.A., M.A., Illinois; Ph.D., Wisconsin.

Assistant Professor of History.

STAFFORD HENDRICKS CASSELL (1937), B.A., American; B.S., M.S., Pennsylvania State.

Assistant Professor of Physical Education and Director of Athletics.

MAURICE ALLISON MOOK (1941), B.A., Allegheny; M.A., Northwestern; Graduate Study, Pennsylvania.

Assistant Professor of Sociology.

MRS. R. O. RIVERA (1941), B.A., Mary Baldwin; M.A., Ph.D., Duke; Graduate Study, Paris.

Visiting Assistant Professor of Romance Languages.

- JAMES McLAIN (1934), B.A., George Washington; Certificate, Peabody Conservatory of Music.
Instructor in Music.
- MRS. HERBERT CLARK WILSON (1937), Baccalauréat-ès-Lettres, Lausanne; Licence-ès-Lettres (Diplome d'Etat), Lausanne; Graduate Study, Smith and Columbia.
Instructor in French.
- DORIS SNODGRASS (1937), B.A., Oberlin; M.S. in Hygiene and Physical Education, Wellesley.
Instructor in Physical Education for Women.
- JOHN L. NUELSEN, JR. (1938), B. Mus., Capitol College of Music; B.A., Wayne; M.A., Cincinnati; Graduate Study, Chicago.
Instructor in German and French, and Director of the Band and the Orchestra.
- JOHN C. SLOVER (1939), B.S., State Teachers College, Cape Girardeau, Mo.; M.A., Iowa.
Instructor in Speech.
- MELVIN C. WREN (1941), B.A., M.A., Ph.D., Iowa.
Instructor in Economics.
- WILLIAM BAUROTH NEWGORD (1941), B.A., Minnesota; M.A., Iowa; Graduate Study, Minnesota.
Instructor in Speech and Dramatics.
- CARL V. BERTSCH (1941), B.S., M.S., Ph.D., Michigan.
Instructor in Physics.
- RICHARD CARLTON SNYDER (1941), B.A., Union; M.A., Columbia.
Instructor in Political Science.
- ADOLF TOROVSKY (1941), A.A.G.O. Artist's Diploma, Peabody Conservatory of Music.
Instructor in Music.
- CHARLES MARSTON CLARK (1941), B.A., M.A., Ph.D., Cornell.
Instructor in English.
- THEODORE NORRIS (1941), B.S., M.S., New Mexico; Ph.D., Johns Hopkins.
Instructor in Botany and Biology.
- SUZANNE MULLETT (1940), B.A., American; Corcoran School of Art.
Assistant in Art.
- FREDERICKA COBEY¹ (1941), B.A., Radcliffe; M.D., Johns Hopkins.
Lecturer in Biology.
- NORMA BIRD¹ (1941), B.A., Ohio Wesleyan; M.A., Toledo; Ph.D., Columbia.
Lecturer in Psychology.
- OSCAR B. HUNTER² (1941), B.A., M.A., M.D., George Washington.
Lecturer in Pathology.
- ELIZABETH EARLE² (1941), B.A., George Washington; R.N., Grady Hospital School of Nursing, Atlanta, Ga.; Graduate Study, Catholic University.
Instructor in Anatomy and Physiology.
- ELOISE SWICK (1941), B.A., American.
Assistant in Chemistry.
- C. LAW WATKINS³ (1942), B.A., Yale.
Instructor in Painting.
- KARL KNATHS³ (1942), Minnesota Art Institute and Chicago Art Institute.
Instructor in Color Theory and Abstract Design.

¹ First Semester.

² Second Semester.

³ Beginning September, 1942.

COURSES OF INSTRUCTION

The courses of instruction offered by the departments in the College of Arts and Sciences are described in the following pages.

COURSE NUMBERING AND LEVELS

Courses are numbered and arranged to indicate their place in a four-year program of studies. Courses numbered in the 100 group are designed for freshmen; those numbered in the 200 group for sophomores and juniors; those numbered above 300 for juniors and seniors. Seniors taking courses in the 100 group will receive one hour less credit than the credit announced for these courses.

As a rule odd numbers are used for courses offered regularly in the first semester and even numbers for those offered in the second semester. Courses bearing double numbers (like 101-102) are year courses and must be continued throughout the year.

The roman numerals following the title of a course indicate the semester or semesters in which the course is offered; the arabic figure in parenthesis indicates the semester-hours credit carried by the course.

Unless otherwise stated, the number of recitations each week is the same as the number of hours credit of each course. Class periods are fifty minutes in length.

SEMESTER SCHEDULES

A printed schedule giving complete information as to instructors, sections, days, hours, and rooms for the courses offered during the following year is issued during the summer. This is revised by a subsequent bulletin issued prior to the opening of the second semester. Not all the courses described in this section relating to courses of instruction are given each year; some are given in alternate years, and some only once during the four-year program of a student.

ART

PROFESSOR HUTCHINS, MR. NEWGORD, MISS MULLETT, MR. WATKINS, AND MR. KNATHS

The Department of Art offers a program designed (1) to show the various manifestations of the art spirit in their constant and essential relations by a study of architecture, sculpture, painting, and the minor arts; (2) to develop an appreciation of art as a phase of human culture by reference to its history and present status; (3) to develop attitudes which prompt a concern for color and beauty in the environment and especially the home; (4) to give instruction in the artistic skills to the end that art may be a satisfying avocation; (5) to offer career courses in painting; and (6) to open an avenue for an insight into the meaning and form of life and nature through the medium of art.

The Department integrates its program with the rich resources in Washington by illustrated lectures, personal reports from students, study and seminar periods in the museums, and coöperative arrangements with gallery art schools.

CAREER COURSE FOR PAINTERS

The College offers a four-year professional course in creative art, leading to the degree of Bachelor of Arts. In developing this course the College has sought to establish, as nearly as possible, the conditions under which an apprentice studied in the studio of a Renaissance master.

Recognizing that the artist-personality is emotional by its very nature but that coherent expression in a mature work is the product of well-rounded training of the hand, eye, and mind, the College has provided a program to develop manual skill and authority. The balance of these two qualities can come only from long hours and years of actual manipulation of materials under sound and critical guidance. An essential part of the career course is a scheduling of classes so that for four years the student may spend most of the mornings of the week in the studio. Studio work is done in the Phillips Memorial Art Gallery.

The tuition for the career course is \$425 a year. Most of the courses of instruction are required. The curriculum is given in detail on pp. 63-64 of this bulletin. Students interested in the career program are advised to write for a copy of a special bulletin entitled "Career Course for Painters and Teachers of Painting." The number of students admitted in the career course is carefully limited. In addition to meeting the entrance requirements of the College, a student must receive individual permission.

CORCORAN GALLERY OF ART

By special arrangement with the schools maintained by the Corcoran Gallery of Art students qualified to pursue to advantage courses of technical study, including drawing from the cast, life classes, illustration and composition, and modeling and portraiture, are permitted to register for a limited number of hours a week, a minimum of six being generally required in the elementary courses. The fee is additional and is determined by the School. At the present time it is twenty-five dollars. It should be definitely understood that students availing themselves of the opportunity to benefit by the excellent equipment and instruction at the Corcoran School must show special aptitude and give evidence of previous training. No student will be permitted to take advantage of this arrangement who is not carrying satisfactorily a full academic program of college work. Academic credit is granted by the College for work taken at the Corcoran Gallery of Art under instruction regularly approved by the Department.

Dramatics.—Regular work in the practical performance and production of plays is offered as a part of the academic program, with full credit for those who satisfactorily complete the tasks assigned. Instruction will include training in voice, in diction, in posture, in movement and in dramatic expression, and in the technical problems of

the practical stage, including the design and manipulation of scenery, lighting, and stage-management.

One major production is given each semester, with occasional performances of short plays. The work in dramatics is closely correlated with the teaching of English and of the fine arts. Illustrated lectures on the history of the theater are a special feature.

REQUIREMENTS FOR A MAJOR.—A major in art consists of twenty-six semester hours. Any course in the department may be counted toward a major.

Students majoring in art should select supporting hours in courses in English, history, modern foreign language, music, and speech. A reading knowledge of French or German is highly desirable. Students who contemplate teaching in the fine arts should take courses in education.

205-206. Play Production. I-II (0-4). Identical with Speech 205-206.

215-216. Design. I-II (4). A limited number of students may register for work in practical design and individual projects. The principles of color and of composition, and the use of various media are studied. No student will be admitted who does not give evidence of previous training and special aptitude.

301-302. Introduction to the Fine Arts. I-II (6). A general introductory course covering in outline the development of the arts in Egypt, Greece, Rome, and Western Europe down to our own time. The aim of the course is to orient the student in the general history of the arts, and special attention is given to the continuity of fundamentals.

305-306. Advanced Play Production. I-II (0-4). Identical with Speech 305-306.

311-312. Practical Art. I-II (arranged). To be taken at the Corcoran Gallery in conjunction with Art 301-302.

315-316. Advanced Design. I-II (4). Prerequisite, Art 215-216.

351-352. Survey of World Drama. I-II (6). Identical with English 351-352.

401-402. Modern European Art. I-II (4). A detailed survey of the development of the arts of design in Italy, Spain, France, the Low Countries, Germany, and England from the 17th century to the present time. Special emphasis is given to the emergency of the more modern expressions. Open only to those who have completed Art 301-302 or its equivalent.

403-404. Aesthetics. I-II (4). The nature of beauty and the relation of the philosophy of the beautiful to the fine arts and to human experience. A review in retrospect of the more important thinkers in this field from Plato to Croce will be followed by an attempt to help the student to the formulation of his own theory of the beautiful. It is the aim of this course to provide a common meeting ground for the students of Social Economy, Philosophy, Comparative Literature, and Fine Arts. This course is listed also as Philosophy 403-404.

411-412. Practical Art. I-II (arranged). To be taken at the Corcoran Gallery in conjunction with Art 401-402. More advanced than Art 311-312.

CREATIVE ART

The following courses in creative art are offered as studio work in the Phillips Gallery Art School. Twelve hours of studio work are required each week.

151-152. Creative Painting. I-II (8). The first year of a four-year course, open only to freshmen who plan to take the work for four years. First semester: composi-

tion, tone patterns, structural drawing from the figure. Second semester: theories of color, abstract color designs, application of color theory to objective painting. Continuation of structural drawing—figure and landscape. Instruction in artist's anatomy of the human figure is given each semester.

251-252. Creative Painting. I-II (8). First semester: advanced work in structural figure drawing, compositional rhythm, and elements of portraiture. Second semester: color compositions and organizations, landscape with figures. Prerequisite, Art 151-152.

351-352. Creative Painting. I-II (10). First semester: figure compositions and experiments in modern simplifications and non-objective painting. Second semester: projects in portraiture, still life, and landscape. Prerequisite, Art 251-252.

451-452. Creative Painting. I-II (10). Individual guidance program. One thesis project required, subject and treatment selected by the student in conference with instructors. Prerequisite, Art 351-352.

BIOLOGY

ASSOCIATE PROFESSOR DENNIS, DR. COBEY, DR. NORRIS, AND ASSISTANTS

The Department of Biology has two principal aims: (1) to introduce the student to the scientific method and to certain basic biological principles through a study of both plant and animal life, and thus to stimulate a desire to explore the interrelationships that exist between man and other living organisms; (2) to offer the student who plans to enter professional fields in biology, medicine, dentistry, nursing, or veterinary surgery a thorough pre-professional training.

REQUIREMENTS FOR A MAJOR.—A major in biology consists of thirty semester-hours for the Bachelor of Arts degree; forty-one semester-hours for the Bachelor of Science degree. The major must include courses 101, 102, 204, 309, 404, and Chemistry 101, 102.

For requirements for the Bachelor of Science degree see page 18.

A combination biology-chemistry major consisting of twenty hours of biology and twenty-eight hours of chemistry may be taken by declared pre-medical and pre-dental students. The prescribed curriculum for pre-medical and pre-dental students will be found on pp. 69-70.

The department maintains a scholarship at the Marine Biological Laboratory at Woods Hole, Massachusetts. The scholarship is awarded annually to the student who at the close of the junior year shows the greatest aptitude for biological research. All students majoring in biology are encouraged to spend at least one summer at a biological station. Credit earned in summer courses at recognized biological stations may be counted toward a major in the department.

The department, in addition to its regular classroom and laboratory work, takes advantage of the exceptional facilities available in the nation's capital, such as—

The National Natural History Museum	The Department of Commerce Aquarium
The Smithsonian Institution	The National Type Culture Association
The National Botanical Gardens	The Bureau of Plant Industry
The National Arboretum	The Bureau of Animal Industry
The National Zoological Park	

and many other unexcelled collections and exhibits of the National Government.

101. General Zoology. I (4). A survey of representative forms of the various animal groups and a consideration of their evolutionary relationships. Field study of local fauna and a study of living and fossil forms at the National Zoological Park, Bureau of Commerce Aquarium, and the National Museum supplement dissection in the laboratory. Two hours lecture and four hours laboratory each week. Prerequisite for all other courses in the department.

102. General Botany. II (4). A survey of the plant kingdom with a consideration of evolutionary development. Study of living and fossil forms at the National Botanical Gardens and the National Museum supplement laboratory work. Two hours lecture and four hours laboratory. Prerequisite, Biology 101.

203. Invertebrate Zoology. I (4). This course consists of a study of the morphology, physiology, and evolutionary relationships of invertebrate animals. Local collecting trips are taken for fresh water forms, and living salt water forms of Chesapeake Bay are studied. Two hours lecture and four hours laboratory each week. Prerequisite, Biology 101-102.

204. Comparative Vertebrate Anatomy. II (4). A comparative anatomical study of the organ systems of animals representing the five classes of vertebrates. The laboratory work consists of dissection of dogfish, alligator, and cat. A thorough survey of the vertebrate animals is made possible by the excellent collections of the National Zoological Park and the National Museum. Two hours lecture and four hours laboratory. Prerequisite, Biology 101-102. Required of pre-medical and pre-dental students.

205. General Bacteriology. I (4). A study of bacteria and their relations to the welfare of man. Field studies include trips to the Animal Disease Station, the Municipal Filter Plant, and the National Institute of Health. Two hours lecture and four hours laboratory. Prerequisite, Biology 101-102.

208. Flora of Washington, D. C. II (4). A field and laboratory study of local flora; it includes trips to the National Herbarium, the National Arboretum, and the National Botanical Gardens. Two hours lecture and four hours laboratory. Prerequisite, Biology 101-102.

210. Human Anatomy and Physiology. II (4). A study of the structure and functions of the human body. Three hours lecture and two hours laboratory. Prerequisite, Biology 101-102.

309. Plant Physiology. I (4). A study of the functions of the plant body, and its reaction to the environment. Field studies include trips to the Bureau of Plant Industry, and the United States Weather Bureau. Two lectures and four hours laboratory. Prerequisite, Biology 101-102.

312. Field Zoology. II (3). Field study of local animal life and classification of collected material. Emphasis is placed on the study of animal communities in relation to the environment. The course is planned for students intending to teach biology in high school and for others who have a special interest in natural history. Prerequisite, Biology 101-102.

313. Principles of Genetics. I (3). Lectures in this course deal with the principles of heredity and variation in animals and plants. Laboratory work consists of experiments and problems in animal breeding which illustrate the fundamental laws of inheritance. Field trips are taken to the Bureau of Animal Industry and the Bureau of Plant Industry to observe research in practical plant and animal breeding. Two hours lecture and two hours laboratory. Prerequisite, Biology 101-102.

314. Plant and Animal Geography. II (3). A study of the problems of plant and animal distribution. Illustrative materials are studied at the National Museum, the National Botanical Gardens, the National Zoological Park, and in the Capital parks. Three hours lecture. Open to junior and senior majors.

315. Plant Pathology. I (4). A study of plant diseases and causal agents. Field studies include trips to the National Bureau of Plant Industry. Two hours lecture and four hours laboratory. Prerequisite, Biology 101, 102, and 205.

401. Histology. I (4). A course dealing with the microscopic structure of the tissues and organs of various mammals and man. Two hours lecture and four hours laboratory. Prerequisite, Biology 101, 102, 204, or 210.

402. Clinical Laboratory Methods. II (4). An introduction to various laboratory techniques including histological, parasitological, serological, and elementary diagnostic methods. Two hours lecture and four hours laboratory. Prerequisite, Biology 101, 102, 204, 205, and 401.

404. Vertebrate Embryology. II (4). This course deals with the mechanics of development, including the formation of germ cells, fertilization, cleavage of the fertilized egg, and later development of the embryo. The embryonic development of frog, chick, and pig is studied in laboratory. Two hours lecture and four hours laboratory. Prerequisite, Biology 101, 102, 204, or 210.

406. Evolution. II (3). A pro-seminar dealing with the evidences, theories, and fundamental concepts of organic evolution. Discussions and reports will be supplemented by studies at the national museums, and attendance at the meetings of appropriate scientific societies of Washington. Advanced students and all members of the staff will participate. Three hours lecture. Prerequisite, Biology 101, 102, 204, 313, and 404.

407-408. Biological Problems. I or II (arranged). A course in research methods for students showing special interest and ability in some particular branch of biology. Open only to junior and senior majors in the department.

SCIENCE COURSES FOR STUDENT NURSES

Basic first-year courses in nurses' training as described below are offered in the College of Arts and Sciences of The American University by regular members of the University staff.

Biology 107. Human Anatomy and Physiology. I (4). A study of the structure and the function of the human body. Lectures are augmented by a broad program of visual education which depicts the function of the various organ systems of the human body. The laboratory work consists of individual dissection of animal anatomical material and of demonstrations. Three hours lecture and four hours laboratory each week.

Biology 109. Microbiology. I (2). A study of micro-organisms. Emphasis is placed on the control of growth and spread of organisms in society. Special emphasis is placed on aseptic handling of pathogenic organisms. One hour lecture and two hours laboratory each week.

Chemistry 105. General Chemistry. I (3). A short course in general chemistry covering all the basic principles, with particular emphasis on those fields which have direct application to nursing and public health. Two hours lecture-discussion and two hours laboratory each week.

Psychology 103. General Psychology. I (2). A study of the activities of the individual in relation to the environment with especial emphasis for the nursing profession. Some of the subjects treated are: the nature and methods of psychology, heredity

and environment, the essentials of learning, the emotions and bodily processes, the biological and social bases of behavior, personality and its adjustment. Case studies are used to illustrate this material. Field trips are taken to institutions for mental defectives, to testing bureaus, to child guidance clinics, and to nursery schools.

Medical Science 101. Introduction to Medical Science. II (2). This course deals with the causes of disease and the manifestations of disease in the body. It gives the student an understanding of diagnostic procedures and the main types of therapy commonly prescribed. It emphasizes the contributions of medical science in the control and prevention of disease. Observation of autopsies comprises part of the course.

CHEMISTRY

PROFESSOR HOLTON, PROFESSOR ENGEL, MISS SWICK, AND ASSISTANTS

The purpose of the Department of Chemistry is threefold: (1) to equip the student with a working knowledge of the basic principles of science; (2) to acquaint him with the very important useful role that the science of chemistry plays in our everyday life; and (3) to train him in the methods of scientific thinking.

REQUIREMENTS FOR A MAJOR.—A major in chemistry consists of thirty-six hours for the Bachelor of Arts degree; forty-one hours for the Bachelor of Science degree. The major must include courses 101-102 (or 103-104), 211-212, 321-322, and 431-432.

For the requirements for the Bachelor of Science degree see page 18.

Courses marked with an asterisk (*) are given only upon sufficient demand.

101-102. General Chemistry. I-II (10). Lectures and recitations on fundamental principles of inorganic and theoretical chemistry. Laboratory work in the study of the properties, reactions, and compounds of the common non-metallic and metallic elements. The second semester is partly devoted to an introductory study of the qualitative analysis of the common metallic elements. Two hours of lecture, one hour of discussion, and six hours of laboratory each week.

103-104. General Chemistry. I-II (8). The same as course 101-102 except that the laboratory work consists of only two or three hours a week.

211-212. Analytical Chemistry. I-II (10). The first part of the first semester is devoted to the completion of the identification of the common cations and acid radicals, accompanied by a study of the fundamental principles upon which the separations are based. The rest of the year is used for a study of the principles of quantitative analysis, accompanied by the determination of a few of the more common elements by the standard methods of gravimetric and volumetric analysis. Three hours of discussion and nine hours of laboratory each week. Prerequisite, Chemistry 101-102.

321-322. Organic Chemistry. I-II (8). A study of the typical reactions of the compounds of carbon and practice in their synthesis in the laboratory. Three hours of lecture and discussion, and four hours of laboratory each week. Prerequisite, Chemistry 101-102.

401. Descriptive Chemistry of the Elements of the Periodic System.* I (3). A detailed study of the properties of the elements in their inorganic compounds with especial reference to the periodic system. Three hours of lecture and discussion each week. Prerequisite, Chemistry 211-212.

402. Chemistry of the Rarer Elements.* II (3). A study of the occurrence, separation, compounds, and uses of the less common elements. Prerequisite, Chemistry 211-212.

421. Organic Problems and Review.* I (2). An intensive review of fundamental organic chemistry. Two hours of discussion each week. Prerequisite, Chemistry 321-322.

422. Qualitative Organic Analysis.* II (4). The separation and identification of pure organic compounds and mixtures. One hour of lecture and five hours of laboratory each week. Prerequisite, Chemistry 321-322.

431-432. Physical Chemistry. I-II (10). Lectures, problems, and laboratory work illustrating the theories and principles of physical chemistry. Three hours of lecture and discussion and six hours of laboratory each week. Prerequisites, Chemistry 211-212 or 321-322, and Mathematics 201-202.

433. Atomic Structure and Valence.* I (3). A course designed to acquaint the student with the historical and modern developments in the study of the atom and its relation to the problems of chemistry and valence. Prerequisite, Chemistry 211-212. Three hours of lecture and discussion each week.

434. Thermodynamics.* II (3). A course illustrating the application of the principles of thermodynamics to chemical processes. Three hours of lecture and discussion each week. Prerequisites, Chemistry 431 and Mathematics 201-202.

451-452. Senior Research. I-II (arranged). Independent investigation of chemical problems by the student under the guidance of members of the department. The course is designed to stimulate the student's interest and originality and to develop initiative and self-reliance in his work. One conference each week and a minimum of fifteen hours of laboratory work. Prerequisite, Chemistry 321-322.

CLASSICAL LANGUAGE AND LITERATURE

DR. LEINEWEBER

Courses in Latin and Greek will be given if there is sufficient demand for them.

ECONOMICS AND BUSINESS ADMINISTRATION

DR. WREN, PROFESSOR SHENTON, ASSISTANT PROFESSOR SMITH, AND MR. SNYDER

The objectives of the courses in economics and business administration are: (1) to develop an understanding of the economic processes in human society and of the economic institutions through which human wants are satisfied; (2) to analyze the interactions of political and economic processes; (3) to give training in the rudiments of business as a basis for careers in business or for graduate study; (4) to lay foundations of economic knowledge for students contemplating government service; and (5) to develop attitudes of social responsibility on the part of those who may become leaders of economic enterprise.

REQUIREMENTS FOR A MAJOR IN ECONOMICS.—A major in economics and business administration consists of thirty-six semester-hours. The Principles of Economics (course 201-202), being a prerequisite generally for other courses, should be taken in the sophomore year. It is advised that Elementary Accounting be taken in the freshman or sophomore year by all students expecting to enter business.

Students majoring in economics are advised to choose supporting hours in courses in political science, sociology, and history.

COMBINATION MAJORS.—Students may complete a combination major in economics and history, in economics and political science, or in economics and sociology, consisting of thirty hours in one department and eighteen in the other. Courses must be selected in conference with the chairmen of the departments concerned.

101-102. Economic Geography. I-II (6). An introduction to the study of economics, with special reference to the industrial and commercial life as it is influenced by geographical conditions. Attention is given to the social and political importance of industrial distribution.

201-202. Principles of Economics. I-II (6). An intensive study of the theory underlying the operation of modern economic activity; of the application and the functioning of that theory; and of the economic problems confronting society today. First semester undertakes a critical analysis of the more important theories of production, distribution, and consumption. Second semester probes into the problems of modern economic organization, and studies the solutions of those problems which have been advanced by capitalism, socialism, fascism, and communism.

203-204. Mathematical Statistics. I-II (6). Identical with Mathematics 203-204.

205-206. Elementary Accounting. I-II (6). It is the purpose of this course to acquaint the student with fundamental bookkeeping procedures, the preparation of financial statements, and the uses which may be made of accounting data in operating business enterprises.

301. Money and Banking. I (3). The principles of money and credit; banking and its functions, with particular emphasis upon the credit structure of the individual bank; interbank relations; a brief consideration of the history of banking in the United States; and a critical analysis of recent developments in banking theory and practice.

302. Public Finance and Taxation. II (3). The theory and practice of public revenue, credit, and expenditure, with particular reference to the effect of different types of taxation upon individual income and social welfare.

303-304. Advanced Accounting. I-II (6). A study of corporation accounting, with special attention given to such subjects as the elements of cost; the financial statement; the income statement; the valuation of assets; depreciation; interest problems and taxes; dividends, reserves, and reserve funds; and problems of reorganization.

305. Labor Problems and Legislation. I (3). An impartial analysis of the problems confronting the American laborer and the effect of those problems upon society. An investigation is made of the solutions of the labor problem proposed by organized labor, business enterprise, and government. The development of the labor problem is attacked through a study of the history of American and foreign labor movements. Prerequisite, Economics 201-202, or consent of the instructor.

306. Transportation. II (3). The history of water, rail, motor, and air transportation in the United States; problems of rates, regulation, and combination; economic aspects of inland transport; and a consideration of recent developments in regulatory theory and practice in the United States.

307. Public Service Industries. I (3). A study of the economics of the electricity, gas, water, street-railway, and telecommunications industries, giving particular attention to the problems of valuation, rates, taxation, public relations, and marketing. Prerequisite, Economics 201-202.

308. Public Utility Problems. II (3). An intensive study of such major problems as nature of the public utility concept, theories of valuation, division of regulatory authority between states and national government, together with an analysis of the principles, objectives, and methods of regulating public utilities. Prerequisite, Economics, 201-202 and 307.

309. Foreign Trade I (3). A consideration of the economic aspects of interregional trade, with special emphasis upon nineteenth-century theory of foreign trade and

twentieth-century modifications of classical theory. A brief review of tariff history of the leading nations, marketing techniques and problems, foreign investments, and a careful scrutiny of the social, political, economic, and cultural aspects of world interdependence.

313-314. International Economics. I-II (6). A general course dealing with the origins of international economic relations, the nature of international trade, the historical development of international trade, problems of marketing, financial aspects of international trade, national economic foreign policies, economic factors in international relations from 1919-1939, international economic organization, and trade theory.

315. Intermediate Economic Theory. I (3). A brief survey of the history of economic thought, followed by some consideration of the point of view and the method in economic theory. The remainder of the course is devoted to the theories of production, consumption, pricing, and distribution. Prerequisite, Economics 101-102.

317. Economic History of England. I (3). A study of the development of English agriculture, commerce, finance, labor, industry, mining, and manufacturing from the Middle Ages to the present, with an examination of the history of British colonial expansion and its effect upon England and the world.

318. Economic History of the United States. II (3). The history of American agriculture, commerce, finance, labor, and industry from the colonial period to the present, with particular emphasis upon such peculiar American problems as westward expansion, immigration, the Negro, tariff policy, and population shifts.

401. Business Law. I (3). A detailed study of the fundamental principles of those legal subjects of which some knowledge is necessary in order to carry on intelligently the ordinary transactions of business, including contracts, agencies, partnerships, negotiable instruments, loans, wills, trusts, insurance, real and personal property, etc.

402. Business Organization and Management. II (3). A survey of the principles and practices of financing business concerns; a study of the legal and economic positions of the proprietorship, partnership, business trust, and corporation, with particular emphasis upon the last; an examination of such subjects as capitalization, promotion, production, personnel, and marketing.

405. Industrial Combination and Competition. I (3). A careful study of the nature and significance of competition and monopolistic conditions in modern business, and of the attempt to develop a sound public policy regarding them; a brief history of the combination movement in the United States, and of the development of regulatory technique to deal with the problem of monopoly.

406. Investments. II (3). An examination of the various investment media and of the means of evaluating each; a consideration of the types of investors and investment institutions; and a review of the principles underlying the construction of an investment program for the individual.

407. Marketing. I (3). A study of the distribution of raw materials, manufactured goods and agricultural products; an examination of marketing agencies and institutions with emphasis upon policies regarding sales, credits, collections and personnel training.

408. Retail Distribution. II (3). A study of methods of retailing goods, including consideration of kinds of merchandise, store location and layout, elements of retail profit, service policies, etc.

409. Problems of Consumption. I (3). An analysis of personal incomes and expenditures, of standards of living, of individual budgets, of questions involving the selection and purchase of goods, and of the social effects of consumption.

410. Business and Government. II (3). An examination of the relations between the public and the public service corporations, with special attention to the federal regulation of prices, credit, taxation, securities. Government's relationship to agriculture; public works; government supervision of labor relations; and government encouragement and promotion of business.

411. History of Economic Institutions. I (3). An interpretative survey in historical perspective of the great economic institutions which have vitally influenced the development of society in the Western World from the Middle Ages to the present day. Intended for advanced students, this course is designed to integrate their knowledge of the social sciences. Included in the wide scope of study are the manorial system, guild economy, the impact of religious movements upon economic life, the commercial and industrial revolutions, the psychological and technical foundations of capitalism, economic imperialism, socialism, and trade unionism. All are examined as social habits or institutions which have affected profoundly modern civilization.

420. Current Economic Problems. II (2-3). A seminar course devoted to an intensive study of selected present-day economic questions. Emphasis upon individual student investigation and analysis, under supervision, of a particular problem.

431-432. Social Science Laboratory. I-II (6). See Political Science 431-432, p. 47.

NOTE: Other advanced and more specialized courses in economics are offered in the School of Social Sciences and Public Affairs (see page 111).

EDUCATION AND PSYCHOLOGY

PROFESSOR BENTLEY, PROFESSOR FERGUSON, DR. BIRD, MR. MOOK, AND TEACHERS OF
METHOD COURSES

The aim of this department is to present a broad cultural basis in education and psychology leading students into vocational and professional interests. Students looking toward teaching as a profession should become familiar with the specific requirements of the state in which they expect to teach. A record of the various requirements is on file in the office of the department. Prospective teachers should take Psychology 201-202 in their sophomore year, and Education 301 and 302 in their junior year. They should complete also courses 351-353, 409-410, 414, and either 411 or 418.

Primarily, the aim of the work in psychology is the cultivation of a better understanding of oneself and one's fellows through a study of the factors contributing to psychological growth and effective living. The courses are designed to eliminate prejudice and beliefs ungrounded in fact by acquainting the student with the findings, principles, and methods of modern psychology in a variety of fields.

REQUIREMENTS FOR A MAJOR IN EDUCATION.—A major in education consists of twenty-six hours in education including Psychology 201-202.

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY.—A major in psychology consists of twenty-seven semester hours in psychology including courses 201-202 and 306. The following additional courses are required as supporting hours: Biology 101, Biology 210, and an introductory course in sociology.

COMBINATION MAJORS.—Students may complete a combination major in two of the following departments, by completing twenty-one hours in one department and eighteen in the other—education, philosophy, psychology, religion. Courses must be chosen in conference with the chairmen of the departments concerned.

EDUCATION

301. Educational Psychology. I (3). The course begins with a brief study of innate capacities and individual differences in these capacities. The major part of the course is devoted to a study of the general laws and conditions of learning and the results of investigations regarding the progress of learning in various school subjects.

302. Principles of Education. II (3). This course considers the aims, values, and essentials in education, and the nature of the thinking process in its bearing on educational procedure.

304. Educational Sociology. II (3). Identical with Sociology 304.

309. Principles of Teaching in Junior and Senior High School. I (4). The purpose of this course is to acquaint the student with the methods of instruction, adjustment of instruction to individual needs, socialized procedure, and problem teaching in junior and senior high schools.

406. School and Community Hygiene and Health Education. II (3). This course considers the laws of physical growth, physical defects and their control, personal hygiene, communicable diseases, physical inspection of school children, first aid, school sanitation, administration of the health program, and related subjects. Students expecting to teach should consult their state requirements as this course is required by many of the states.

409-410. Observation and Practice Teaching. I-II (4-6). The purpose of this course is to acquaint students with schoolroom practice through observing experienced teachers in the local secondary schools, and through actual teaching experience. In addition to the observation and teaching, there is one hour of conference weekly.

411. Junior and Senior High-School Administration. I (2). A treatment of the problems in secondary school organization and administration from the viewpoint of the teacher in the junior and senior high school.

414. Educational Tests and Measurements. II (3). A brief survey of the testing movement and its influence on educational progress; a study of the most commonly-used standardized tests and scales for secondary education; interpretation and application of the results of testing.

415. Psychometrics. I (3). A brief historical and descriptive treatment of the Binet scale and other standardized diagnostic tests, including the Porteus, Form boards, and other non-verbal tests.

418. History of Education in the United States. II (3). A study of the beginnings of American education and the development of national and state attitudes, free state schools, and the organization of elementary and secondary education.

451. Methods of Teaching English in Secondary Schools. Identical with English 451.

453. Methods of Teaching Foreign Languages in Secondary Schools. Identical with French 453, Spanish 453, and German 453.

455. Methods of Teaching History in Secondary Schools. Identical with History 455.

457. Methods of Teaching Physical Education in Secondary Schools. See Physical Education 305, 307, 308, 311, 312, page 44.

459. Methods of Teaching Speech in Secondary Schools. Identical with Speech 459.

PSYCHOLOGY

201-202. General Psychology. I-II (6). An introduction to the problems, principles, and methods of psychology. This course includes a study of the following phases of human activity: intelligence, personality, development through maturation and activity, motivation, learning, emotion, observation, thinking, and imagination. This course is a prerequisite for all other courses in psychology.

301-302. Applied Psychology. I-II (6). A study of the applications of psychological facts and methods to the problems of vocational guidance and selection; business, industrial and personal efficiency; salesmanship; advertising; law; medicine; and religion.

306. Introduction to Experimental Psychology. II (3). A survey of the general experimental techniques employed in psychology together with the main experimental findings. Topics will include reaction-time, perception, learning, memory, emotions, work, and fatigue. Class and pair experiments. Opportunity for individual research.

307. Child Psychology. I (3). A study of the growth in emotional life, intelligence, learning, perception, social behavior, and personality of the child from birth to adolescence. Techniques, tests, and methods used in studying infancy and childhood are also considered.

308. Adolescent Psychology. II (3). A study of the physical, mental, social, and moral growth in youth (course contains No. 307 as a separate unit).

309. Comparative Psychology. I (3). An investigation of the causal factors in the behavior of animals from the standpoint of the better understanding of human activities. The principles involved in the characteristic behavior of representative species are studied. Attention is also given to the special problems of unlearned activities, discrimination, modifiability, and social behavior.

311-312. Social Psychology. I-II (6). An analysis of the individual as a basic unit in social phenomena and his development as a personality under the influence of social and cultural relations. Problems considered are the unlearned basis of social behavior, language, the family, neighborhood and school as a socializing influence, leadership, prejudice, crowd behavior, public opinion, censorship, and propaganda.

401. Mental Hygiene. I (3). A study of the principles underlying happy and effective adjustment in the school, family, business, and industry. The emphasis is upon the factors involved in the prevention of major mental disorders and the treatment of milder personality defects.

402. Abnormal Psychology. II (3). The course concerns itself with the major deviations from normal modes of psychological activity and their treatment. Consideration will be given to the psychoses, psychoneuroses, hypnosis, dreams, feeble-mindedness, and genius.

403. History of Psychological Concepts. I (3). A consideration of the basic concepts in psychology, such as consciousness, unconsciousness, function, behavior, purpose, gestalt, and their correlates as they appear in the history of psychological thought.

411-412. Psychology and Philosophy of Religion. See Religion 401-402 (p. 49).

421-422. Behavior Adjustments. I-II (6). An application of the principles of psychology, the social psychologies, and psychotherapy to the problems of human behavior and the cultural patterns. A ground-work course for students interested in social welfare, religion, medicine, and teaching. Prerequisite, Psych. 403 or equivalent, and Phil. 301-302 or equivalent.

ENGLISH

PROFESSOR WOODS, PROFESSOR HUTCHINS, PROFESSOR BROWN, ASSOCIATE PROFESSOR
BATCHELDER, MR. CLARK, AND ASSISTANTS

The use of good English commands respect in all walks of life, and an understanding of the great masterpieces of English literature is regarded as a distinguishing mark of education. The study of English is highly important, not only for those to whom it will be of professional advantage in later years—authors, journalists, teachers, ministers, lawyers, secretaries, and men and women in public life—but also for those who are interested, from motives of personal culture, in becoming acquainted with the best that has been said and thought in the world, and in developing the power to express their own ideas. The courses in the department are offered with this double objective.

REQUIREMENTS FOR A MAJOR.—A major in English consists of thirty-six semester-hours including English 101-102 and 201-202. Students majoring in English must complete also at least twelve additional supporting hours selected from the following courses: Art 301-302; French 305-306, 351-352, 353, 354, 403, 404, 409-410; German 301-302, 406; History 203-204, 301-302, 303-304, 305-306, 307, 409-410; Philosophy 301-302; and Spanish 351-352, 355, 356.

101-102. Composition and Literature. I-II (6). Practice in writing based upon a study of selected essays. Drill in essentials of composition. Readings in poetry and prose masterpieces. Required of freshmen. Credit for this course is withheld from students who fail to make up deficiencies shown in the entrance examination in English.

201-202. Survey of English Literature. I-II (6). A critical survey of the history of English literature accompanied by readings. Practice in writing. Required of sophomores.

203-204. News Writing. I-II (4). Theory and practice of news reporting, including a study of news values and news sources. During the second semester, each student will be expected to supplement this work with practical experience on *The American Eagle* or another newspaper satisfactory to the instructor.

301-302. Advanced Writing. I-II (4). Problems connected with writing letters, themes, informal essays, articles, and short stories; the study of fundamental principles of euphony and rhythm, of phrase and sentence patterns, of idiomatic and figurative language.

305. Greek Literature in English. I (3). Readings in standard translation of Greek literature from Homer to Theocritus, with interpretative lectures. A knowledge of the Greek language is not necessary.

308. Latin Literature in English. II (3). Readings in standard translation of Latin literature from Plautus to Marcus Aurelius. A knowledge of the Latin language is not necessary.

311. The English Novel from 1740 to 1837. I (3). A study of the English novel concentrated on six writers: Richardson, Fielding, Sterne, Smollett, Austen, and Scott. The purpose of the course is to establish a permanent cultural knowledge of certain novels as an expression of Georgian life.

312. The English Novel from 1837 to 1900. II (3). A continuation of English 311. A study of the English novel concentrated on six writers of the Victorian age: Dickens, Thackeray, Trollope, Eliot, Meredith, and Hardy.

313-314. American Literature. I-II (6). A study of the formative influences in the development of the literature of America from the colonial period to the present

time. The literature is considered in its relation to underlying social and economic conditions, and to the literature of England.

325. Editing for Publication. I (2). Development and application of a newspaper style manual, together with a study of the printing process as it affects the editor. Special attention is given to copy reading, proofreading, typography and headlines, the use of photo engravings, and page make up. Offered in alternate years.

326. Government News Reporting. II (2). Theory and practice of reporting local and national government activities, including sessions of Congress, committee hearings, press conferences, and court sessions; interpretation of press releases and personal interviews. Prerequisite, English 203-204 or the consent of the instructor. Offered in alternate years.

327. Newspaper Feature Writing. I (2). A workshop course, offering practice in gathering information and writing feature articles. Prerequisite, English 203-204 or the consent of the instructor. Offered in alternate years.

328. The Editorial Page. II (2). A seminar course, including the analysis of editorial styles and policies of representative metropolitan newspapers, and the writing of editorials upon national, local, and college problems studied by the class. Some attention is given to column writing. Offered in alternate years.

351-352. Survey of World Drama. I-II (6). A rapid reading course covering the general history of dramatic literature. Greek, Roman, Spanish, German, French, and Scandinavian examples are read in translation, and the emergence and development of English drama in the Middle Ages and in the Renaissance are closely studied. The second semester is devoted to a study of the modern drama, with special attention to the writing of our own time. (Identical with Art 351-352.)

353. Dante in English. I (3). A study of the life, times, and work of Dante, with special reference to the thought and ideals of the Middle Ages. All the works of Dante are reviewed, and the *Vita Nuova* and the *Divina Commedia* are read in detail in English translations.

354. Backgrounds of the English Renaissance. II (3). A study of the rise and development of humanism on the Continent from the middle of the 14th century to the middle of the 16th. The works of Petrarch, Boccaccio, Ariosto, Machiavelli, Erasmus, and other humanists are read in English translation, and the general thought of the times is discussed. Open only to students who have completed English 353.

355-356. The Romantic Period. I-II (6). A study of the origin of romanticism and of the representative work of Wordsworth, Coleridge, Southey, Scott, Byron, Shelley, Keats, Hunt, Lamb, and DeQuincey.

357-358. Victorian Poetry. I-II (6). A study of the poetry of the Victorian period, with special attention to Tennyson, Browning, Arnold, Rossetti, and Swinburne.

361-362. Victorian Prose. I-II (6). A study of the thought of the nineteenth century as reflected principally in the writings of Carlyle, Ruskin, Newman, Arnold, Pater, and others.

363. Contemporary British Poetry. I (2-3). A study of British poetry concentrated upon the chief poets from Thomas Hardy to Stephen Gender. The purpose of the course is to familiarize the student with the creatively original poetry of our time.

364. Contemporary American Poetry. II (2-3). A continuation of English 363. A study of American poetry from Emily Dickinson to the present.

401. Chaucer. I (3). Readings in *The Canterbury Tales* and *Troilus and Criseyde*, with lectures on the life of Chaucer and on the society in which Chaucer lived.

402. Milton. II (3). A study of the poetry and the prose of Milton, of the influence of Spenser and other writers of the Renaissance, with lectures on the men and movements of Milton's time.

403-404. Shakespeare. I-II (6). An intensive study of six of Shakespeare's plays: *Macbeth*, *Henry IV (Part 1)*, *Twelfth Night*, *King Lear*, *Othello*, and *The Winter's Tale*. Collateral reading and reports.

405. The Age of Pope. I (3). A study of the principles dominating the poetry and prose of Pope, Swift, Addison, and their contemporaries.

406. Dr. Johnson and His Circle. II (3). A study of the conflicting currents of ideas in the literature of mid-eighteenth century England, with emphasis on the opinions and the personality of Samuel Johnson.

415-416. General Linguistics. I-II (4). A study of the origin and the history of spoken and written language. Either semester may be taken without the other.

451. Methods of Teaching English in Secondary Schools. I (2). A study of the organization of courses in English, of the selection of texts, of objectives, and of methods of instruction.

FRENCH

See p. 51.

GERMAN

PROFESSOR LEINEWEBER AND MR. NUELSEN

The courses in German are designed with two main objectives: (1) To equip the student with a working knowledge of the language necessary to an understanding of German culture; and (2) to impart a knowledge of the development of German literature and to foster appreciation of its masterpieces.

Because of the value of German in research, students who anticipate taking up graduate study or who expect to pursue the study of medicine or chemistry should have a reading knowledge of the language. At least two years of college German is necessary for this purpose.

REQUIREMENTS FOR A MAJOR.—A major in German consists of thirty semester-hours. Any course in the department may be counted toward a major.

Students majoring in German should select their supporting hours, subject to the approval of the chairman of the department, from advanced courses in English, French, history, philosophy, and Spanish.

101-102. Beginning German. I-II (6). This course is devoted to the study of grammar and composition and to the reading of simple prose. Oral use of the language is gradually introduced.

201-202. Second-Year College German. I-II (6). This course is intended to give the student a good reading knowledge of German. Besides Schiller's *Wilhelm Tell* and Goethe's *Hermann und Dorothea* a number of contemporary short stories are read.

301-302. Classical Drama. I-II (6). Reading and interpretation of selections from the works of Lessing, Goethe, and Schiller. The course is intended to serve as a general introduction to German literature. Outside reading and reports. (Alternates with German 303-304 or 305-306.)

303-304. Contemporary German Literature. I-II (6). Lectures on the most important writers. Reading of texts selected from the best prose writers and poets. Private reading and reports. Conducted principally in German. Prerequisite, two years of college German or its equivalent.

305-306. The Modern Novel. I-II (6). Reading and discussion of selections from the works of the most important novelists. Outside reading and reports. Prerequisite, two years of college German. (Alternates with German 301-302.)

307-308. Technical German. I-II (4). The purpose of this course is to acquaint the student with the technical vocabulary of scientific articles in physics and chemistry. Prerequisite, two years of college German or its equivalent. (Alternates with German 309-310.)

309-310. Technical German. I-II (4). The purpose of this course is to acquaint the student with the technical vocabulary of scientific articles in biology and medicine. Prerequisite, two years of college German or its equivalent. (Alternates with German 307-308.)

311-312. German Conversation. I-II (4). This course offers opportunity for students majoring in German to familiarize themselves with the spoken language. Conversation on current topics and phases of everyday life. Prerequisite, two years of college German.

313-314. Advanced Grammar and Composition. I-II (4). Repetition of the principal grammar rules; translations of English prose into German besides one free composition every week. Prerequisite, two years of college German.

401-402. Phonetics. I-II (4). This course is designed for teachers of modern languages, especially prospective teachers of German. Prerequisite, two years of college German.

406. Goethe's Faust. II (3).

407-408. Survey of German Literature. I or II (3-6). This course is designed to acquaint the student with the significant contributions of German literature to Western culture. Lectures and extensive reading. Translations are provided for students with insufficient working knowledge of the German language. The first semester's work covers the study of selected masterpieces of the eighth through the eighteenth centuries; the second semester's work, of the nineteenth and twentieth centuries. Either semester may be taken without the other.

421-422. Advanced Readings in German Literature. I-II (1-3). Open only to qualified students, with the permission of the chairman of the department. Oral and written reports and conferences. Credit according to work completed.

453. Methods of Teaching German in Secondary Schools. I (2).

HISTORY

ASSISTANT PROFESSOR SMITH, PROFESSOR LEINEWEBER, PROFESSOR POTORE, AND DR. WREN

The purpose of the Department of History is to afford training in the discriminating use of historical materials, to cultivate the historical and the international habit of mind, and to develop a knowledge of the past as a basis for understanding and solving the problems of the modern world.

Although the courses are designed primarily to serve as a cultural background, they are also meant to be of definite practical value to students who expect to engage in social service, to enter government employ, or to follow the practice of law.

The city of Washington affords unusual advantages for the study of history, especially that of our own country, and students have opportunity to visit many places of national and historic interest. Advanced students have access to rare documentary sources bearing upon their subjects.

REQUIREMENTS FOR A MAJOR.—A major in history consists of thirty-six semester-hours. Courses 101-102 and 201-202 are required.

All history majors must select at least twelve supporting hours from the following courses: Art 301-302; Economics 201-202; English 313-314, 354; French 305-306; Political Science 101, 201, 301, 303, 401, 403-404; Religion 303; Spanish 401-402.

COMBINATION MAJORS.—Students may complete a combination major in history and economics, in history and political science, or in history and sociology, consisting of thirty hours in one department and eighteen hours in the other. Courses must be selected in conference with the chairmen of the departments concerned.

101-102. Modern European Civilization. I-II (6). An introduction to the history of Europe in its political, social, economic, and cultural aspects from 1500 to the present, with particular emphasis upon important movements (such as the Renaissance, the Reformation, the Geographical, Agricultural, and Industrial Revolutions, and nineteenth century imperialism) which have set the pattern for present-day world problems.

201-202. History of the United States. I-II (6). A study of the origins and the development of the United States as a nation. During the first semester attention is given to colonial backgrounds, the revolution against British authority, the making of the Constitution, the development of political parties, territorial expansion, sectional strife, and the approach of Civil War. The second semester is devoted to a consideration of the Civil War, the problem of Southern rebuilding, the rise of industrialism, agrarian and labor issues, American imperialism, the World War of 1914-1918, leading questions of the 1920's, significance of the great depression, and the onset of the Second World War.

203-204. History of England. I-II (6). A general course dealing with the political, economic, social, and cultural history of England, with some consideration of the development of the British Empire. An effort is made to link closely the work in this course with the specialized fields of Pre-Law and English literature students. Opportunity is given for supervised visits to The Corcoran Gallery of Art, The National Gallery of Art, and the Folger Shakespeare Library.

301-302. History of Greek and Roman Civilization. I-II (6). First semester—a study of the origins and the nature of Greek culture and civilization. Second semester—a study of the economic, social, political, and military history of the Roman world, with special consideration of the Roman foundations of European civilization.

303-304. Medieval History of Europe. I-II (6). An intensive survey of political, social, and cultural factors of European development from 300 to 1500 A. D. Attention is given to such topics as the barbarian invaders, feudalism, the rise of the Christian Church, the Crusades, and the rise of national states.

305-306. The Renaissance and the Reformation. I-II (6). A careful study of the outstanding economic, political, and intellectual movements in Europe from the fourteenth to the seventeenth century.

307. The French Revolution and the Napoleonic Era. I (3). Beginning with an analysis of the institutions of the Old Regime, this course surveys the important changes that took place in France and Europe from 1789 to 1815.

309-310. Europe in the Nineteenth Century. I-II (6). A study of the development of European nationalities from 1815 to 1900, with a preliminary survey of Napoleonic Europe, and the consideration of such topics as the Metternichian reaction, conservative society, the rise of liberalism, the industrial revolution, and the social and economic bases of nationalism and imperialism.

311-312. Europe Since 1900. I-II (6). An intensive examination of the economic, social, cultural, and institutional history of the major countries of Europe during the twentieth century.

315. The Christian Church in History. I (3). Identical with Religion 315.

317. Economic History of England. I (3). Identical with Economics 317.

318. Economic History of the United States. II (3). Identical with Economics 318.

401-402. Constitutional History of the United States. I-II (4). A study of the genesis and growth of the American constitution, with special consideration of its formation and its place in subsequent national development.

403-404. Diplomatic History of the United States. I-II (4). A consideration of the chief diplomatic controversies from the American Revolution to the present, with special reference to Hispanic America.

405-406. History of the West. I-II (4). A study of the development of American national life and institutions as observed in the westward movement of the frontier from the Alleghenies to the Pacific.

407. Recent History of the United States. I (3). A study of the emergence of the United States as a world power, with consideration of such topics as Bryanism and the election of 1896; imperialism and the War with Spain; the rise of the great trusts; Theodore Roosevelt and the progressive era; Wilson and the World War of 1914-18; problems of the farmer, prohibition, and immigration; the great panic of 1929-33 and "the new deal"; and the relation to the Second World War.

409-410. Intellectual and Cultural History of Europe since 1815. I-II (6). An analysis of the interests and ideas of the intellectual class of Europe from 1815 to the present as shown in the fields of art, literature, music, philosophy, religion, and science, with special reference to their influence upon contemporary civilization. Full advantage is taken of the opportunity to make use of the great treasures of art and literature found in The Library of Congress, The Corcoran Gallery of Art, The Freer Gallery of Art, and the National Gallery of Art.

411. History of Economic Institutions. I (3). Identical with Economics 411.

413. The Near East. I (3). This course deals primarily with the history of the Balkan States from the earliest times to the present, with emphasis upon the coming of the Slavs, the rise and disruption of the Turkish Empire, the development of the modern Balkan nations, and the part they play in world politics.

414. The Far East. II (3). A general survey of the development of China and Japan. The aim is to furnish a background for the interpretation of the world problems centering in the Pacific area of the Far East, and to gain some appreciation of the distinctive cultures which these lands offer. The chief emphasis is placed on the period beginning with the contact with the West.

415-416. Latin America and Canada. I-II (6). A survey of the motives for European exploration and colonization of the New World, followed by a comparison of the colonial systems of Spain and Portugal with those of France and England, an inter-

pretation of international rivalry in the exploitation of Colonial America, the rise of a revolutionary spirit of liberty and nationalism in the Americas, the problems and achievements of Latin America and Canada since the revolutionary epoch, and of their relations with the United States and Europe. Considerable attention is given in the second semester to contemporary culture and social problems. The excellent library of the Pan American Union, as well as other educational facilities of that organization will contribute interesting experiences to the student in this course.

417. The Civil War and Reconstruction. I (3). An advanced course devoted to a study of the abolition movement, secession and the war, and sectional influences that shaped reconstruction. Course 201-202 is prerequisite. Students will visit historic battlefields and scenes of other Civil War episodes in the vicinity of Washington.

431-432. Social Science Laboratory. I-II (6). Identical with Political Science 431-432.

455. Methods of Teaching History in Secondary Schools. I (2). A consideration of the leading methods of teaching history in the junior and senior high schools. Students in the course will cooperate in the preparation of a manual for teaching purposes.

NOTE.—Other advanced courses in history are offered in the School of Social Sciences and Public Affairs (see p. 111).

ITALIAN

See p. 54.

LATIN

See p. 28.

MATHEMATICS

PROFESSOR SHENTON AND DR. BERTSCH

The courses in this department are planned to encourage the students to do clear and concise thinking; to develop their powers of reasoning and research; and to give them the necessary mathematical background for their work in the sciences, both natural and social.

REQUIREMENTS FOR A MAJOR.—A major in mathematics for the Bachelor of Arts degree consists of twenty semester-hours chosen from the courses above the 100 group. For the requirements for a Bachelor of Science degree see page 18. Astronomy and physics are the most closely allied minors and should be elected by students majoring in mathematics.

101-102. College Algebra, Trigonometry, and Analytic Geometry. I-II (6). Prerequisite, the equivalent of one and one-half units of high-school algebra. This course presents a minimum working equipment for advanced mathematics and for the allied sciences.

104. Plane and Spherical Trigonometry. II (3). A course designed especially for young men planning to enter war service. Prerequisite, one year of high-school algebra.

201-202. Differential and Integral Calculus. I-II (6). A course designed to give the student a real working knowledge of the fundamentals of the differential and integral calculus, with particular attention to its applications in the sciences.

203-204. **Mathematical Statistics. I-II (6).** A course designed to give students in the social and natural sciences a working background of statistical methods. Prerequisite, one year of algebra.

301. **Advanced Calculus. I (3).** Topics extending the theory and practice of Course 201-202, which is prerequisite.

302. **Differential Equations. II (3).** Open to students who have completed Mathematics 201-202.

303-304. **Statistical Seminar. I-II (8).** Advanced work in mathematical statistics for major in mathematics.

One or more of the following courses will be given each year, as needed in developing the training of majors in this department:

401-402. **Modern Higher Algebra. I-II (6).** Theory of determinants and invariant and covariant theory.

403-404. **Projective Pure Geometry. I-II (6).**

405-406. **Analytical Mechanics. I-II (6).** A course in theoretical mechanics open to students who have completed Mathematics 201-202 and Physics 201-202.

407. **History of Mathematics. I (2).**

409-410. **Theory of Equations. I-II (6).**

411-412. **Modern Geometry. I-II (6).**

413-414. **Spherical Trigonometry, Stereographic Projection, and Solid Analytic Geometry. I-II (6).**

MUSIC

MR. McLAIN, MR. NUELSEN, AND MR. TOROVSKY

The objectives of the curriculum in music are: (1) to recognize both theoretical and applied music as an academic discipline and a value in everyday living; (2) to develop an appreciation of music as a part of human culture; (3) to encourage participation in choral societies, orchestras, and bands in such a way that carry-over habits will be developed with skills in applied music which will make graduates useful citizens of local communities; (4) to give instruction in applied music to promote the fuller realization of the other objectives; and (5) to encourage students to take advantage of the rich variety of musical events in Washington.

A choral society, glee clubs, an orchestra, and a band, under the direction of members of the department, offer training to students of special abilities.

By action of the Faculty, academic credit in Orchestral Music, Choral Music, and Band Music is granted as follows:

1. Only quantity credit is granted; no grades are given.
2. Only one hour credit may be granted for a semester in each course.
3. Credit is to be based upon an average of two and one-half hours of actual participation or practice each week.
4. (The total maximum credit allowed in any one course during the four years is six semester-hours.) (NOTE: The total maximum credit allowed in all these courses during the four years in college is twelve semester-hours.)
5. One year of acceptable training or participation in the work of a given course is prerequisite to any credit.

101-102. **Fundamentals of Music. I-II (4).** An introductory course designed to furnish a general background for advanced courses in the department. Thorough

groundwork in the elements of melody, harmony, and rhythm. Elementary ear training and sight singing. Notation and terminology.

201-202. Appreciation of Music. I-II (4). A critical survey of important forms, movements, styles, and composers, designed to form intelligent habits of listening to music. Music itself, played from recordings and in practical demonstrations, is the most important factor in the course. Although this is essentially a non-technical course, students who have no previous knowledge of the rudiments of music are advised to take Music 101-102 as a foundation for this course.

203-204. Harmony. I-II (6). The purpose of this course is to equip the student with an understanding of the theory of harmony and its practical application. Triads and their inversions, seventh and ninth chords, non-chordal tones, simple modulations. Harmonization of melodies and basses. Harmonic analysis. Prerequisite, Music 101-102 or consent of instructor.

211-212. Orchestral Music. I-II (2). Practice in playing orchestral instruments. Two to three hours practice each week.

213-214. Choral Music. I-II (2). Practice in choral singing. The members of this course comprise the University Chorus and the Chapel Choir. Registration is limited.

215-216. Band Music. I-II (2). Practice in playing band instruments. Two to three hours practice each week.

301-302. History of Music. I-II (6). A comprehensive survey of the development of music in Western civilization, from the modal structures of the early Greeks to the present day experiments. Prerequisite, Music 101-102 or 201-202, or consent of instructor.

303-304. Advanced Harmony. I-II (6). A continuation of Music 203-204. Altered chords, dissonances, extended modulations; instrumental and choral arrangement; harmonic analysis. Prerequisite, Music 203-204 or its equivalent.

401. The Romantic Period. I (3). An intensive study of the lives, times, and works of the composers of the Romantic period. Important works are studied in detail with special emphasis on individual style and influence, and on form development. Prerequisite, Music 301-302, or consent of instructor.

402. Music of the Twentieth Century. II (3). A study of modern techniques and trends in music. Works of European and American composers, from Debussy to the present time, are given detailed study. Special attention is given to social, cultural, and artistic backgrounds. Prerequisite, Music 301-302, or consent of instructor.

Piano, Organ, Violin, Voice. I-II (0-2). Two hours credit may be granted for a year's work in piano, organ, violin, or voice. Credit is based on general progress and quality of performance. No credit will be given for elementary work. The department reserves the right to reduce or deny credit if the student does not give evidence of proper application. In order to count toward a degree each course in applied music must be taken parallel to a course in theory, appreciation, or history. Semester fees: For one hour lesson each week, \$40; for two-hour lessons each week \$70; practice, \$3.

PHYSICAL EDUCATION AND ATHLETICS

MR. CASSELL, MISS SNODGRASS, AND ASSISTANTS

The aim of the Department of Physical Education and Athletics is to provide suitable and useful forms of motor activities, to stimulate the formation of habits of

regular exercise, and to develop reasonable skill and permanent interest in wholesome activities that may be enjoyed after graduation.

All freshmen, sophomores, and juniors are required to take physical education. Three years' work is thus required for graduation, and unless this requirement has been satisfied by the end of the junior year, the work must be taken in the senior year.

PROGRAM FOR MEN

The program for men offers the opportunity for each student to learn new physical education activities or to become more skilled in those for which he has the aptitude.

In addition to the required courses there is an extensive intramural and extramural sports and recreational program planned for the classes, the fraternities, the non-fraternity men, the faculty, and individuals. The following sports are offered by the intramural division: basketball, speedball, softball, volleyball, touchfootball, tennis, shuffleboard, handball, badminton, horseshoes, golf, foulshooting, ping pong, boxing, swimming, and field and track events. All men who are physically fit may participate in these sports subject to rules and regulations of the Faculty, the College Athletic Board, and the Intramural Council. Appropriate prizes are awarded in open competition.

Instruction and supervision are given to candidates for intercollegiate competition in the following sports: football, basketball, tennis, baseball, and track.

Personal Equipment.—Each student participating in men's physical education activities is required to equip himself with sleeveless, white athletic shirt, white trunks, a gray sweat-shirt and pants, and rubber-soled gymnasium shoes. The student is expected to keep his uniform clean and in good repair. Uniforms may be obtained at the Physical Education office the week of registration.

Each student must have a locker in the gymnasium. He may obtain his individual locker for a one-dollar deposit for a key; upon the return of the key during the last week of the college year, a refund of fifty cents will be granted.

101-102. Freshman Physical Education. I-II (2). Athletic sports and games for the individual and group; instruction and practice in the fundamental skills of the following activities: team games, combative sports, individual activities of carry-over value.

201-202. Sophomore Physical Education. I-II (2). Logical continuation of the freshman course. The following additional activities are offered: team games—speedball, basketball, softball, touchfootball, volleyball; individual activities—tennis, golf, badminton, swimming, handball, and track and field athletics.

301-302. Junior Physical Education. I-II (2). Students demonstrating satisfactory skills and knowledge of at least two team games and combative sports and two individual activities will be permitted to elect any seasonal activities in which they wish to participate.

303-304. Individual Physical Education. I-II (2). A separate program organized to meet the needs of individual students who have organic or physical deficiencies.

205. History and Development of Physical Education. I (3). This course deals primarily with the general scope, purpose, growth, and development of physical education from the earlier times to the present.

208. The Program of Physical Education and Recreation. II (3). Analytical studies of methods used in recreational leadership in presenting recreational activities

and programs. The course deals with the content and methods of conducting community recreational programs with varied activities designed to meet the needs and interest of the community.

305. Methods of Teaching Physical Education. I (3). Application of general teaching techniques and principles to physical education and recreation; a study of the broad program of physical activities suitable to various grades in public schools, playgrounds, social centers, camps, and clubs; the significance of individual differences to physical educators. Special attention is given to various state courses of study in physical education.

311. Methods and Principles of Coaching Minor Sports. I (3).

312. Methods and Principles of Coaching Major Sports. II (3). Principles, strategy, and methods used in coaching the various sports. Fundamentals, systems, and equipment used by outstanding trainers, coaches, and physical educators.

PROGRAM FOR WOMEN

The aim of the department is to provide each student with a well-rounded program of physical activity during her college course; to develop interest and skill in wholesome recreational activities which may be enjoyed after graduation; to help vitalize her sense of responsibility as an individual in relation to a group; to develop poise, a sense of rhythm, and motor ability.

Upon recommendation of the college physician individual attention is given to those students who are physically unable to take the regular courses. If advised by the physician and the instructor, special posture classes will be required in addition to or in place of the regular physical education program.

Regulation physical education costumes are required of all students and should be ordered previous to the time of registration. Order blanks will be mailed to prospective students from the Registrar's office.

Freshmen may elect either a sports program or dancing. Sophomores and juniors may elect a program of team sports, individual sports, or dancing.

101-102. Freshman Physical Education. I-II (2). Sports—hockey, basketball, tennis. Dancing—modern dancing.

201-202. Sophomore Physical Education. I-II (2). Fall—hockey, tennis, archery, riding. Winter—basketball, badminton, swimming, dancing. Spring—tennis, archery, swimming, dancing, riding.

301-302. Junior Physical Education. I-II (2). Fall—hockey, tennis, archery, riding. Winter—basketball, badminton, swimming, dancing. Spring—tennis, archery, swimming, dancing, riding.

307. Methods of Teaching Team Sports. I (2). The course includes methods of teaching team sports suitable for high school and college. Skill techniques are analyzed. Rules are discussed and opportunity for practice coaching and refereeing is offered. Hockey, basketball, and volleyball are emphasized.

308. The Teaching of Recreational Activities. II (2). This course considers the theories, characteristics, value, methods of teaching, and classification of recreational activities. Particular emphasis is placed upon activities suitable for junior and senior high-school pupils. Adult recreational activities are considered more briefly.

406. School and Community Hygiene and Health Education. II (3). Identical with Education 406.

PHYSICS

DR. BERTSCH

The courses in this department are designed to give those students who are particularly interested in scientific and engineering subjects, and those who plan to do graduate work in science, a thorough training in fundamental physical principles and in the technique of physical measurement. Course 201-202 meets the entrance requirement of medical schools. This course also meets the need of the student who believes that some training in each of the various branches of science is part of the well-balanced education.

REQUIREMENTS FOR A MAJOR.—A major in physics for a Bachelor of Arts degree consists of thirty semester-hours. The student majoring in physics should complete the work in mathematics through calculus and differential equations and is expected to take at least the first course in chemistry.

For the requirements for a Bachelor of Science degree see page 18.

201-202. General Physics. I-II (8). This is a course covering the basic facts and principles in physics. Through it a groundwork is established upon which detailed and comprehensive courses in the various branches of physics can be built. It is a prerequisite for all other courses in physics. Three hours of lecture and recitation and four hours of laboratory work each week. Open to qualified freshmen.

NOTE.—For the courses which follow, general physics and calculus are prerequisites. The latter may be taken concurrently.

351-352. Electricity and Magnetism. I-II (8). Three hours of lecture and recitation and four hours of laboratory work each week. The lecture deals with the fundamental concepts and laws relating to electricity, to magnetism, and to their interrelation. The laboratory work of the year is devoted in part to the making of accurate electric and magnetic measurements and in part to a study of recent instrumental developments. (Alternates with course 353-354.)

353-354. Geometric and Physical Optics. I-II (8). Three hours of lecture and recitation and four hours of laboratory work each week. The lecture deals chiefly with physical optics. A portion of the laboratory work of the year is devoted to geometric optics. (Alternates with course 351-352.)

355. Heat. I (3). Three hours of lecture and recitation each week. Chief emphasis is placed upon heat in its physical aspects. Certain students will wish to follow this course with one in thermodynamics, in which the chemical side is emphasized. Any student who is particularly interested in some experimental work in heat may elect Physics 401. (Alternates with course 405-406.)

356. Sound. II (3). Three hours of lecture and recitation each week. Considerable emphasis is placed upon problems involved in acoustics. (Alternates with course 405-406.)

401-402. Advanced Laboratory Problems. I-II (arranged). Each student is assigned a special problem in the solution of which he has ample opportunity to develop his own initiative and resourcefulness. May be taken only with permission of the instructor.

405-406. Analytical Mechanics. I-II (6). Identical with Mathematics 405-406. Three hours lecture and recitation each week. (Alternates with courses 355 and 356.)

POLITICAL SCIENCE

PRESIDENT DOUGLASS AND MR. SNYDER

The objectives of the courses in political science are: (1) to develop an understanding of the political processes as a phase of human beings living together in society and of the political institutions which develop to meet the needs of mankind; (2) to analyze political institutions and processes in terms of their success in reconciling authority and freedom; (3) to prepare students for careers in public service and for graduate study; (4) to stimulate attitudes, undergirded by precise knowledge and necessary courage for the imperative participation as citizens in the political life and leadership of the local community.

REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE.—A major in political science consists of thirty-six semester-hours in political science. The twelve additional supporting hours should be completed in economics, history, philosophy, or sociology. A reading knowledge of both French and German is desirable.

COMBINATION MAJORS.—Students may complete a combination major in political science and economics, in political science and history, or in political science and sociology, consisting of thirty hours in one department and eighteen in the other. Courses must be selected in conference with the chairmen of the departments concerned.

101-102. American Government. I-II (6). A general introduction to the study of government and politics dealing specifically with the evolution, theory, structure, organization, and actual working of national and state government in the United States. As a part of the course field trips are made to government departments and agencies as well as to the Houses of Congress. Personal contact between the students and government officials is established through lectures and seminars.

201. European Governments. I (3). A comparative study of the governments and politics of Great Britain, France, Germany, Italy, the Soviet Union, and Switzerland.

202. American Political Issues. II (3). A consideration of the more important issues on which American opinion is divided, such as the tariff, farm relief, flood control, water and electric power, federal versus state powers, social security, and planned economy.

203-204. Mathematical Statistics. I-II (6). See Mathematics 203-204, p. 41.

205. Comparative Political Parties. I (3). A comparative analysis and survey of the origin and function of political parties in the governments of the United States, Great Britain, France, Germany, Italy, the Soviet Union, and Switzerland.

301. International Organization. I (3). A study of offices and agencies of international coöperation and administration, including the Hague Conferences, the League of Nations, the International Labor Office, the Permanent Court of International Justice, principles and practices of international arbitration, disarmament, public international unions, and the mandates systems.

302. International Problems of Asia. II (3). A survey of the social, racial, economic, and political conditions in Japan, China, India, and the Pacific, with special reference to their significance to Europe and America.

303. Legislation. I (3). A consideration of the structure, functions, and procedures of the law-making agencies and of the basic political processes and forces according to which these agencies operate.

304. Principles of Public Administration. II (3). A study of the rôle of administration in modern government, with special attention to problems of bureaucracy and

the power of the executive and to the organization and management of administrative agencies.

305. Municipal Administration. I (3). A study of the different types of city government in the United States, with special attention to methods of administration and to such municipal activities as city planning, police, social welfare, finance, public utilities, and public improvements.

306. The Administration of Justice. II (3). A consideration of the place of the judiciary in government, including such items as the choice, term, and tenure of judges; court systems; handling of criminal and civil cases; and trial by jury.

309-310. Modern Political Theory. I-II (6). A historical survey of the most significant political thinkers from Machiavelli down to the present day, including Locke, Hegel, Hobbes, Grotius, Rousseau, Jefferson, Voltaire, Hume, Marx, and Lenin. The survey concludes with a consideration of current democratic and anti-democratic theories.

313-314. International Economics. I-II (6). Identical with Economics 313-314.

401. Constitutional Law of the United States. I (3). A study of the origin and the nature of the law of the Federal Constitution, of the process of judicial review in the Supreme Court, and of the relationship between federal and state governments.

402. Administrative Law. II (3). A study of the law relating to the organization and functions of governmental administrative departments, with special attention to the problems of judicial control over administrative action, and to procedures before administrative tribunals.

403-404. International Law. I-II (6). A survey of the development and the present content of the principle laws of war and peace from the point of view of the clearly defined practice of states.

405. Nationalities and Nationalism. I (3). A consideration of the rise of modern nationalistic ideas and movements and of their influence upon world politics.

406. Pressure Groups and Party Problems. II (3). A study of the origin, development, functions, and processes of political parties in the United States, with consideration of their articulation with the formal machinery of government.

408. American Foreign Policy. II (3). A critical examination of the established foreign policy and of the control of foreign affairs in the United States, with special attention to such topics as neutrality, freedom of the seas, the Monroe Doctrine, the most-favored-nation clause, diplomatic protection of lives and property abroad, citizenship, and international arbitration and coöperation.

420. Current Problems in Government. II (2-3). A seminar course devoted to an intensive study of selected present-day problems in government.

431-432. Social Science Laboratory. I-II (6). This course is designed to give the student specialized training in *Research* in the social sciences. A series of projects involving an actual first-hand study of numerous government agencies is undertaken with a view to integrating into a complete analysis the different approaches to human institutions through political science, economics, sociology, and history. Admission only after distinguished scholarship in social studies and by permission of the instructor.

NOTE.—Other advanced and more specialized courses in political science are offered in the School of Social Sciences and Public Affairs (see p. 111).

RELIGION AND PHILOSOPHY

PROFESSOR POTORF AND ASSISTANT

The distinctive mission of the church-related college and university is to be a Christian institution. The work offered in religion and philosophy is a fundamental part of that mission. The department frankly recognizes that it is impossible to ground religious thinking upon creedal statements, doctrinal positions, and dogmatic presumptions; thus it gives special attention to the creation of right attitudes and motivations and to the securing of an adequate philosophy of life. The historical, psychological, philosophical, and social aspects of the Hebrew-Christian faith are earnestly faced and constructively evaluated. Students are introduced in the modern religious, theological, and philosophical thought-currents with the avowed purpose of developing in them a discriminating but sympathetic attitude and of enabling them to formulate their own faith in view of the immediate situation in the world wherein they live and labor.

It is the specific aim of the Department of Religion and Philosophy to assist the student in developing a Christ-like character, to face the realities of life in the spirit of Christ, and to help to bring about a Christian social order in the world. For those students who contemplate the fields of social service, religious education, or the Christian ministry as a life work, this department seeks to lay a sound and an adequate foundation for graduate studies and professional training.

REQUIREMENTS FOR A MAJOR.—A major in religion and philosophy consists of thirty semester-hours within the department. Supporting hours are to be selected on the basis of the student's needs and purposes in consultation with the chairman of the department.

RELIGION

101-102. The History and Literature of the Hebrew People. I-II (6). A general survey and analysis of the books of the Bible from a literary and historical point of view showing the style, content, and development of religious thought. The order of study is chronological as far as possible, considering the historical background and the author's viewpoint and purpose. The aim of this course is to encourage the student to read the Bible with intelligent understanding and appreciation, thereby inciting a love for its constant study which will enable him better to understand and live life to the full in all of its implications and relationships.

201. Hebrew Religious Beliefs. I (3). A study of the origin and development of Hebrew religious ideas and beliefs, showing the remnants of Animism and the influence of other religious contacts. Special emphasis is placed upon the teachings of the prophets, sacred customs, places, and names, and their influence upon religious development. Throughout the course an effort is made to discover the permanent significance of these religious beliefs and to relate their values to present-day living.

202. The Life and Teachings of Jesus. II (3). The life of Jesus studied in chronological periods, primarily as it is revealed in the four gospels. His great principles and teachings and their implications in our lives are considered in connection, as far as possible, with the circumstances in which they were uttered. The main purpose of this study is thoroughly to acquaint the student with the life of our Lord and to challenge him to apply Christ's teachings to his own daily living in relation to God and to his fellowmen.

203. The Social Institutions of the Bible. I (3). A study of the social life of the Hebrew people which supplies a clearer background for a better understanding of the teachings of the social prophets and of Jesus. The domestic life of the Hebrews is

carefully considered, and their economic, political, and religious institutions are especially emphasized with the view to better understand, evaluate, and appreciate our own complex and changing social order.

301. The Life, Letters, and Religion of St. Paul. I (3). This course is designed to familiarize the student with the life work and religion of the world's greatest interpreter of Christianity. It reviews in order the apostle's early life and training, his acceptance of Christianity, his missionary journeys spreading the good news and organizing churches, his letters to the churches, and his arrest, trial, and execution for the cause of Christ. The student is constantly challenged to heroic and adventurous living.

302. Problems of Christian Thinking and Belief. II (3). This course seeks an honest facing and adequate understanding of such Christian beliefs as God, Christ, man, sin, salvation, immortality, and as many other Christian viewpoints as time will permit. An earnest attempt is made to present an intelligent understanding of the Christian facts, the Christian ideals, and the Christian experience, and to develop a sympathetic attitude toward them. This course is taught especially from a Biblical point of view, and is interpreted in terms of every-day life and thought.

304. Present-Day Religious Education. II (3). This course deals with the basic and fundamental principles underlying moral character and religious education. A study is made of the principles and objectives, methods and techniques, organization, administration, supervision, curriculum, Sunday Church Schools, Vacation Church Schools, Week-day Church Schools, and as many other phases or activities of modern religious education as time will permit. The purpose is to lay a solid foundation for students who desire to help carry on the educational work of the Church.

315. The Christian Church in History. I (3). A survey of the entire field of Church history, emphasizing the decisive trends, movements, and matters of living interest, and relating them continually to secular history. Beginning with the Early Church period, the progress and development of the church is traced through the Medieval period to the time of the Protestant Reformation, and on to the present day. These characters and movements of Christian history are studied for the purpose of judging aright the trends of the Christian Church of our own day.

351. The World's Great Living Religions. I (3). A study of the great religious systems of mankind in their historical development. The course deals with the growth of their religious conceptions and institutions, beginning with their earliest and most primitive forms, tracing their later and more highly developed forms, and reaching their climax ultimately in the Christian religion. Therefore, the religions of China, Japan, India, and the Mohammedan countries are studied, in the belief that the student can better understand the thought currents and movements of those peoples today by knowing their Confucian, Hindu, Buddhistic, and Moslem backgrounds.

352. Modern Religious Cults and Movements. II (3). This course studies the recent religious sects and movements which have sprung into existence, and attempts to understand and evaluate their beginnings, growth and divisions, aims, and beliefs. An effort is made to discover why the older religious faiths have failed to satisfy, and what the needs of man have been to demand newer beliefs and expression. Among the newer religions studied are Mormonism, Christian Science, Theosophy, Spiritualism, and as many others as possible so that the student may be enabled rightly to evaluate their positions.

401. The Philosophy of Religion. I (3). A study of the nature of religion and its claims to truth and reality in relation to other fields of human interest represented by science, ethics, philosophy, and art. Among the problems receiving extended

treatment are those of evil, sin, freedom, God, revelation, prayer, and immortality. Recent religious philosophies, philosophers, and their schools of thought are carefully analyzed and evaluated and the student is encouraged and guided in thinking through an adequate philosophy of life for himself.

404. Spiritual Forces in the Contemporary World. II (3). The purpose of this course is to make a thorough survey and analysis of the spiritual forces in the contemporary world, with special emphasis upon the meaning, function, and contribution of Protestantism in the solution of the world's problems. It is the obligation of the religious thinker continually to rethink, reevaluate, and reinterpret the Christian position to the daily life and needs of an ever-changing world, and this course aims to assist the student in having an adequate viewpoint and culture in his own life and day.

PHILOSOPHY

201. Foundations of Philosophy. I (3). The purpose of this course is to acquaint the student with the nature, purpose, problems, terminology, and method of philosophy in seeking to discover the meaning and value of the universe of which we are a part. Beginning with a survey of the field of philosophy the study moves on to the meaning of the physical world, life, mind, and reflective thinking. The course is intended as an introduction to the study of philosophy.

202. Problems of Conduct. II (3). In this course an effort is made to understand man's ethical and moral experience and to discover the principles of successful living and conduct in relation to one's fellowmen. The question of right and wrong is the deep concern of this study, together with an earnest appraisal of the moral implications of our daily conduct. The student is assisted in finding a dependable and worthy norm by which to judge whether his conduct is right or wrong.

301-302. History of Philosophy. I-II (6). A historical study of the great philosophical systems and ideas from ancient times to the present. The first semester deals with the development of Greek philosophy and its expansion into the medieval thought world. The second semester follows the rise of independent thinking and investigation in the Renaissance and its development into modern philosophical systems. The purpose of the course is to attempt to understand the universe and man's place in it and to appreciate the contributions that have been made toward the solution of the major problems of life and reality.

303. Principles of Thinking and Reasoning. I (3). A study of the inductive and deductive processes of logical thinking, discovering fallacies, testing conclusions, and practicing the valid forms of reasoning. The aim is to guide the student in the use of the scientific method, to discriminate between true and false judgments, and to cultivate the mind in accurate thinking and sound reasoning.

304. American Philosophy. II (3). A study of the rise of philosophy on the American Continent tracing the distinctive movements and schools of thought to the present day. Jonathan Edwards, Emerson, James, Royce, Santayana, Dewey, Hocking, Wieman, and as many others will be studied as time will permit. These men and others have developed typical schools of thought and interpretations in America including empiricism, naturalism, pluralism, realism, and idealism, and the student will be introduced to this American way of thought for the purpose of aiding him in his own thinking.

401. Philosophy of Religion. I (3). Identical with Religion 401.

403-404. Philosophy of Aesthetics. Identical with Art 403-404.

ROMANCE LANGUAGES

ASSISTANT PROFESSOR OLDS, DR. RIVERA, MRS. WILSON, MISS ZENTMYER, AND ASSISTANT

There is no better way to overcome provincial habits of thought and to acquire the cosmopolitan outlook that characterizes civilized people than to cross national borders by studying foreign languages. With this thought in mind the Department of Romance Languages offers courses which aim to give the student practical training in reading, writing, and speaking these languages as well as a broad acquaintance with the culture and civilization of France, Spain, Latin America, and Italy.

Students who desire to pursue their language practice outside the classroom may avail themselves of the language clubs. Moreover, they will find in the city of Washington abundant opportunity for attending foreign-language programs and making foreign contacts, all of which combine to make the national capital an ideal center for the study of foreign languages.

Students majoring in science or economics will be interested in French 206; those majoring in history, in French 305-306; those majoring in political science, in French 351. French 311, 312, and 305-306 will be useful to students who are planning to enter the foreign service of the government.

REQUIREMENTS FOR A MAJOR IN ROMANCE LANGUAGES.—A major in Romance Languages consists of a minimum of twenty-four semester-hours in courses in French and Spanish above the level of second-year work. In addition, students must complete at least twelve supporting hours selected from the following courses: Art 301-302, 401-402, 403-404; English, 305, 308, 351-352, 353, 354, 355-356, 403-404, 405, 406, 415-416; German 301-302; History 303-304, 305-306, 307, 309-310, 311-312, 409-410, 415-416; Music 301-302; Philosophy 301-302, 305-306. Selection of courses must be made in consultation with the chairman of the department.

REQUIREMENTS FOR A MAJOR IN FRENCH.—A major in French consists of a minimum of twenty-four semester-hours in courses in French above the level of second-year work. In addition students must complete at least twelve supporting hours selected from the following courses: Art 301-302, 401-402, 403-404; English 305, 308, 351-352, 353, 354, 355-356, 403-404, 405, 406, 415-416; German 301-302; History 303-304, 305-306, 307, 309-310, 311-312, 409-410, 415-416; Music 201-202; Philosophy 301-302; 305-306; Spanish 351-352, 355, 356, 401-402. Selection of courses must be made in consultation with the chairman of the department.

REQUIREMENTS FOR A MAJOR IN SPANISH.—A major in Spanish consists of a minimum of twenty-four semester-hours in courses in Spanish above the level of second-year work. Students majoring in Spanish are urged to take a course in Latin American History. In addition they must complete at least twelve supporting hours selected from the following courses: Art 301-302, 401-402, 403-404; English 305, 308, 351-352, 353, 354, 355-356, 403-404, 405, 406, 415-416; French 301-302, 305-306, 409-410; German 301-302; History 303-304, 305-306, 307, 309-310, 311-312, 409-410, 415-416; Music 301-302; Philosophy 301-302, 305-306. Selection of courses must be made in consultation with the chairman of the department.

FRENCH

101-102. Beginning French. I-II (6). Pronunciation, the elements of grammar, simple conversation, reading.

201-202. Second-Year College French. I-II (6). Grammar review, conversation, intensive and extensive reading. See French 206.

206. Scientific and Industrial French. II (2). Practice in reading modern techni-

cal articles. The interests of individual students are considered. French 206 may be substituted for two hours of French 202.

210. French Letter Writing. II (1). Practice in writing social and commercial letters in French.

301. French Conversation. I (1). Practice in speaking French. Prerequisite, two years of college French or its equivalent. Not more than three semester-hours in French Conversation may be counted toward graduation.

302. French Conversation. II (1). Same as 301, or continuation of it.

303. French Grammar Review and Composition. I (2). A review of the main points of French grammar, practice in translating English into French, and free composition. Prerequisite, two years of college French or its equivalent.

304. French Grammar Review and Composition. II (2). Same as 303, or continuation of it.

305-306. French Civilization. I-II (6). A study of the main facts of French geography and history and of the chief contributions that France has made in the fields of art, literature, music, philosophy, science, etc. Extensive reading in French and English. The course is conducted in English. A reading knowledge of French is essential.

315-316. French Plays. I-II (4). Practice in oral French through the production of plays. Prerequisite, two years of college French or its equivalent.

351-352. Survey of French Literature. I-II (6). Study of as many of the masterpieces of French literature as possible. Class conducted in French. Prerequisite, two years of college French or its equivalent.

353. French Literature of the Eighteenth Century. I (3). A study of the growth of the spirit of criticism. Selected works of Lesage, Marivaux, Beaumarchais, Montesquieu, Diderot, Voltaire, Rousseau, and others. Outside reading with oral or written reports in French. Class conducted in French. Prerequisite, French 352.

354. French Literature of the Romantic Period. II (3). A study of the revolt against the classical ideal. Selected works of Madame de Stael, Chateaubriand, Lamartine, Hugo, Vigny, Musset, George Sand, Merimee, Balzac, and others. Outside reading with oral or written reports in French. Class conducted in French. Prerequisite, French 352.

355. French Phonetics and Diction. I or II (3). A study of the principles of French pronunciation through the use of the phonetic symbols of the International Phonetic Alphabet. Careful practice in oral reading of French prose and poetry. Prerequisite, two years of college French or its equivalent.

357-358. Advanced French Composition. I-II (4). Essay writing and practice in translating literary English into French. Prerequisite, French 304 or 352.

401. French Literature from 1850 to 1914. I (3). The decline of romanticism, the development of realism and naturalism, and the symbolist reaction are observed in selected short stories, plays, novels, and verse. Outside reading with oral or written reports in French. Class conducted in French. Prerequisite, French 352.

402. French Literature since 1914. II (3). A study of various tendencies in contemporary literature. Selected works of Proust, Gide, Rolland, Romain, Martin du Gard, Duhamel, Giono, and others. Outside reading with oral or written reports in French. Class conducted in French. Prerequisite, French 352.

403. French Medieval Literature. I (3). A study of French medieval civilization with special emphasis on the literature. Outside reading with oral or written reports in French. Class conducted in French. Prerequisite, French 352.

404. French Renaissance Literature. II (3). A study of the Renaissance spirit as reflected in the works of Rabelais, Calvin, Montaigne, Ronsard, Du Bellay, and others. Outside reading with oral or written reports in French. Class conducted in French. Prerequisite, French 352.

405. Advanced French Readings. I or II (1). Open only to qualified students with the permission of the chairman of the department. Oral or written reports and conferences required.

407-408. Explication de Textes. I-II (4). Intensive analysis of French literary models selected from various periods and illustrative of various genres. Class conducted in French. Prerequisite, French 302 or 303.

409-410. French Literature of the Seventeenth Century. I-II (6). A study of the Classical Age of French literature. Selected works of Corneille, Racine, Moliere, Descartes, Pascal, La Fontaine, Madame de Sevigne, La Rochefoucauld, Bossuet, La Bruyere, and others. Outside reading with oral or written reports in French. Class conducted in French. Prerequisite, French 352.

411-412. Review of French Literature for Prospective Teachers. I-II (4). Class conducted in French. Prerequisite, French 352 or its equivalent.

453. Methods of Teaching Foreign Languages in Secondary Schools. I (2).

SPANISH

101-102. Beginning Spanish. I-II (6). Pronunciation, the elements of grammar, simple conversation, reading.

201-202. Second-Year College Spanish. I-II (6). Grammar review, conversation, intensive and extensive reading.

301. Spanish Conversation I (1). Practice in speaking Spanish. Prerequisite, two years of college Spanish or its equivalent. No more than three semester-hours in Spanish Conversation may be counted toward graduation.

302. Spanish Conversation. II (1). Same as 301, or continuation of it.

303. Spanish Grammar Review and Composition. I (2). A review of the main points of Spanish grammar, practice in translating English into Spanish, and free composition. Prerequisite, two years of college Spanish or its equivalent.

304. Spanish Grammar Review and Composition. II (2). Same as 303, or continuation of it.

351-352. Survey of Spanish Literature. I-II (6). Study of as many of the masterpieces of Spanish literature as possible. Prerequisite, two years of college Spanish or its equivalent.

353. The Modern Spanish Novel. I (3). A brief survey of the modern novel in Spain, with emphasis on the regional novelists of the nineteenth century. Outside reading with oral or written reports. Prerequisite, two years of college Spanish or its equivalent.

354. The Modern Spanish Drama. II (3). Reading and interpretation of selected plays of the most important modern dramatists. Outside reading with oral or written reports. Prerequisite, two years of college Spanish or its equivalent.

355. The Spanish Novel of the Golden Age. I (3). A study of the Spanish novel from its origin to its full development with Cervantes. Outside reading with oral or written reports. Prerequisite, two years of college Spanish or its equivalent.

356. The Spanish Drama of the Golden Age. II (3). A study of the Spanish drama from its origin to its full development with Lope de Vega. Outside reading with oral or written reports. Prerequisite, two years of college Spanish or its equivalent.

401-402. Spanish-American Literature. I-II (6). A study of the main trends and the principal writers in the literature of Spanish America. Prerequisite, three years of college Spanish or its equivalent.

403. Contemporary Spanish Literature. I or II (3). A study of the Generation of 1898 and more recent writers. Prerequisite, three years of college Spanish or its equivalent.

404. Advanced Spanish Readings. I or II (1). Open only to qualified students with the permission of the chairman of the department. Oral or written reports and conferences required.

453. Methods of Teaching Foreign Languages in Secondary Schools. I (2).

ITALIAN

201-202. Beginning Italian. I-II (6). Pronunciation, the elements of grammar, simple conversation, reading.

301-302. Second-Year College Italian. I-II (6). Grammar review, conversation, intensive and extensive reading.

SECRETARIAL SCIENCE

ASSISTANT PROFESSOR STAPAY AND ASSISTANTS

The Aim of the Department of Secretarial Science is to meet the needs of two classes of students: (1) those who wish to qualify for advanced secretarial or commercial positions; and (2) those who desire to become teachers and supervisors of commercial subjects in secondary schools.

Two four-year programs are offered, one leading to the degree of Bachelor of Science in Secretarial Science and the other to the degree of Bachelor of Science in Commercial Education. Both programs include training in essential secretarial, business, and professional subjects and in cultural, social, and scientific subjects that provide a broad and liberal educational background.

The college graduate who has attained high proficiency in secretarial studies will find large opportunities for personal service and advancement in business, in industry, in education, and in government. The advantages offered by Washington, the national capital, to the student of secretarial studies are especially appealing.

For detailed outlines of courses leading to degrees, see pp. 72-73.

101-102. Elementary Typewriting. I-II (2). A study of the fundamental operations and care of the typewriter, with sustained drills in writing words, sentences, and paragraphs. Touch, rhythm, accuracy, and correct technique are stressed. Attention to the mechanics of writing, such as capitalization, syllabication, and punctuation. An introduction to easy business letters. Three periods a week.

201-202. Intermediate Typewriting. I-II (4). Stress upon perfecting techniques necessary for accuracy and speed. Practice in addressing envelopes and typewriting reports, outlines, rough drafts, and telegraphic communications. Study of the form, content, and style of a business letter. Five periods a week.

203-204. Elementary Shorthand. I-II (6). Instruction in the principles of shorthand through the functional method. Emphasis upon reading and writing shorthand. Intensive drill on stem-words, prefixes, suffixes, brief forms, and phrase-writing. Vocabulary drills and speed-building exercises. Dictation of business letters and varied articles. Six periods a week.

205-206. Elementary Accounting. I-II (6). See Economics 203-204.

207-208. Business Mathematics. I-II (4). A study of the theory involving the methods of solving the fundamental problems of interest and discount, partial payments, equation of accounts, cash balances, stocks and bonds, and depreciation. Problems dealing with such subjects as exchange, insurance, taxes, annuities, amortization, sinking funds, partnership, building and loan associations, income taxes, and inheritances.

301-302. Advanced Typewriting. I-II (4). Continued drills in speed and accuracy. Practice in writing letters, taking dictation at the machine, copying manuscripts, and typewriting statistical tables, financial reports, legal documents, and business forms. Five periods a week.

303-304. Advanced Shorthand. I-II (6). Development of speed and accuracy by a series of graded drills and exercises. Dictation of business letters and material covering special fields such as manufacturing, banking, real estate, education, law, insurance, and merchandising, and special material such as Congressional reports, lectures, speeches, specifications, resolutions, and civil service examinations. Intensive drills in transcription. Nine periods a week.

305-306. Advanced Accounting. I-II (6). See Economics 303-304.

401. Office Practice. I (3). Instruction and practice in modern business office methods and procedure, including indexing and filing, and the operation of dictating and transcribing machines, adding and calculating machines, addressing and posting machines, mimeograph and duplicating devices, and other office appliances. Five periods a week.

402. Secretarial Practice and Office Management. II (3). Instruction in the organization and management of office work, including types of positions, duties of office employees, personnel problems, and purchasing supplies. Attention to telephone, telegraph, cable, radio, and business ethics. Five periods a week.

307-308. Business and Government Correspondence. I-II (4). Practice in writing and dictating various types of business letters and government reports.

459. Methods of Teaching Secretarial Studies. I (2). A course devoted to a consideration of methods and techniques used in teaching typewriting and shorthand in secondary schools.

SOCIOLOGY

ASSISTANT PROFESSOR MOOK

The courses in sociology are designed (1) to develop in the student an intelligent social consciousness; (2) to help him understand the basic forces, processes, institutions, and problems of modern society; and (3) to teach him to participate effectively in society as a member of his own community. The courses are divided into the following three groups, which are not mutually exclusive:

Group I. Foundation courses 201-202 and 301-302. These are introductory courses for majors and survey courses for non-majors. They are required of departmental majors; both are offered each year and they may be taken concurrently. Non-majors intending to take no other courses in sociology may take 301-302 without 201-202; otherwise 201-202 is prerequisite to all other courses in the department.

Group II. Courses in descriptive and applied sociology: 303, 304, 307, 308, 309, and 310. These courses are of pre-professional value for students preparing for social work, but are open to any student who has taken 201-202.

Group III. Courses in theory and method: 415-416, 421, 422, and 431-432. Department majors must take one of these courses; students preparing for graduate work in sociology should take several of them. They are of value to students intending to teach social science, or to others interested in the logic and development of the social sciences.

The courses in sociology take cognizance of the opportunities and resources for both library and field studies in the city of Washington. Field trips are arranged and special lectures are given by experts engaged in the work of the federal government or connected with the numerous research organizations and learned societies of the Capital. Conferences are arranged with the officers of these organizations, whose libraries are open to the student who is conscientiously interested in social research.

Students contemplating social work as a profession should major in sociology, concentrating in the courses of Group II. The introductory courses in the other social sciences are also recommended. This work should be regarded as pre-professional in nature, for social agencies now prefer and give preference in employment to workers with at least one year's graduate training in a professional school of social work.

REQUIREMENTS FOR A MAJOR.—A major in sociology consists of thirty semester-hours. In addition, twelve hours must be selected from courses in related departments with the approval of the chairman of the department.

COMBINATION MAJORS.—A combination major in sociology and another social science may be completed, consisting of twenty-four hours in sociology and eighteen hours in the related department. All courses in combination majors must have the approval of the departmental chairmen concerned.

No work of grade D may be counted toward a major. A student must receive a grade of C or better in Sociology 201-202 to major in sociology.

201-202. Introduction to Sociology. I-II (6). The basic introductory course. First semester, *Principles of Sociology*: study of the fundamental characteristics of group life; the relation of individuals to groups and of groups to each other; the development, present status, and significance of the essential social institutions. Second semester, *Modern Social Problems*: a survey of current indications of social disorganization, such as poverty, dependency, delinquency, crime, divorce, desertion, and racial and class antagonisms. The emphasis in each case will be upon causal conditions, preventive measures, and remedial agencies.

Prerequisite to all other courses in the department (excepting Sociology 301-302 for non-majors); open to freshmen with good academic record in high school.

301-302. General and Cultural Anthropology. I-II (6). An introduction to the biological and cultural approaches to sociology. First semester: the origin of man and of the modern races of man; racial, physical, and psychological differences; the problem of racial ability and of the relation of race to culture; brief review of the prehistoric cultures of Europe and America, emphasizing the conditions and processes of cultural growth and change. Second semester: analysis of selected primitive societies and cultures with respect to the varieties of their economic, social, political, and religious beliefs and practices. "Culture" is developed into a compulsive concept in social scientific analysis.

Required of all majors in sociology; may be taken by non-majors without Sociology 201-202; of value to students of biology and psychology.

303. Urban Sociology. I (3). A study of the modern metropolitan area: factors affecting its location; distribution of population groups and social institutions within the city; processes of urban growth and change; urban influences on major social

institutions and on the rural hinterland; city and regional planning. Trips to areas and agencies in Washington, with studies of local conditions and recent changes.

Offered the first semester of alternate years; given in 1941-42 and 1943-44.

304. Educational Sociology. II (3). An application of sociological principles and methods to a consideration of education as a social process and of the school as a social institution. Attention is given to such topics as the social nature of learning, the student and the teacher as citizens, the relation of the school to the community, the significance of non-school educational agencies (radio, motion-picture, press, etc.), and the social objectives of education.

In some states this course may be counted toward teacher certification. Offered the second semester of alternate years; given in 1941-42 and 1943-44.

305. Labor Problems and Legislation. I (3). Identical with Economics 305.

307. Marriage and the Family. I (3). The bases of the family in biology, psychology, and economics; the origin and growth of family forms and marital relations; analysis of the essential functions of the family and of husband-wife, parent-child, and family-community relationships; consideration of divorce and desertion as family disorganization, with the emphasis on normal family life and successful adjustments.

Offered the first semester in alternate years; given in 1942-43.

308. Crime and Criminology. II (3). The causes of delinquency and of criminal behavior; the criminal as a person and as a social type; the relation of crime to social environment and to social trends; the principles and problems of modern penology.

Offered the second semester in alternate years; given in 1942-43.

309. Race Relations. I (3). A preliminary survey of anthropological and sociological concepts of race and of physical and psychological racial differences, followed by a consideration of contemporary race problems in America, with particular emphasis upon Negro and white relations; examination of the bases of prejudice, recent areas of conflict and existing adjustments; the contribution of minority peoples to American culture; the local urban racial situation.

Offered the first semester of alternate years; given in 1943-44.

310. Population Problems. II (3). The history of population theories and policies; the social composition, geographical distribution, movements and growth of population in the United States; qualitative aspects of the population problem with reference to differential fertility and eugenic proposals; danger spots in world population and the recent phenomena of forced mass migrations.

Offered the second semester in alternate years; given in 1943-44.

311-312. Social Psychology. I-II (6). Identical with Psychology 311-312.

415-416. The Development of Social Thought. I-II (6). First semester: the history of social philosophy from the Greeks to the middle of the nineteenth century, with emphasis upon the significant theoretical developments presaging the modern sociological movement. Second semester: the development of systematic sociological theory in France since Comte, in England since Spencer, and in America since Lester F. Ward.

Offered in alternate years; given in 1941-42; should be taken by all majors. Open to non-major seniors with good academic record.

421. The Fields and Materials of Sociology. I (3). Brief consideration of the content and relations of the various social sciences, followed by an examination of the sources of data, quality of materials, definition of subject matter, and relations of the sub-fields of the general field of sociology (historical, biological, psychological, and cultural sociology, human ecology, etc.).

Recommended to majors; by consent of instructor open to senior non-majors with

adequate preparation and good academic record in the social sciences; offered in alternate years; given in 1942-43.

422. Methods of Social Research. II (3). A brief critical examination of scientific method followed by analysis of the materials and methods of social research: the use of various fact-gathering techniques—life-historical documents and case studies, with evaluation of statistical methods as applied to social investigation; analysis of selected published monographs; presentation of data through preparation of reports.

Should be taken with Sociology 421; offered in alternate years; given in 1942-43.

431-432. Social Science Laboratory. I-II (6). Identical with Political Science 431-432, p. 47.

SPEECH AND THE THEATER

MR. SLOVER, MR. NEWGORD, AND ASSISTANT

The aims of the Department of Speech and Theater are both cultural and professional. The cultural program is designed (1) to give the student basic knowledge of man's cultural history and sound standards of judgment in literature and the arts, and (2) to acquaint him with the major problems and ideas of the modern world and to enable him to make a better personal adjustment to this modern world. The department gives the student practical training in self-expression, literary interpretation, and theatrical production. Instruction, which is based upon an analysis of individual needs and abilities, aims to develop logical thinking and habits of good speech. Considerable emphasis is placed upon training in debate and in the production of the drama. Upon the ground work of general cultural training and practical expression, the Department bases its other aim: professional training for public speakers, lecturers, and those preparing for theatrical and radio work. This training is directed toward the acquirement of skill in one or more of the speech and theatrical activities.

Enrollment in each course is kept at a low number so that the students will have ample opportunity for actual practice under guidance of the instructor.

REQUIREMENTS FOR A MAJOR.—A student who graduates with a major in speech and theater should have attained a satisfactory degree of proficiency. In keeping with this belief, the Department requires all majors to demonstrate their ability either in a satisfactory fifty-minute platform appearance, or in a full-length dramatic program which they have written, directed, acted, or designed. These Speech and Theater Recitals are to be presented before the college public during the second semester of the student's senior year.

A major consists of thirty semester hours; no work of grade D may be counted toward the major. English 403-404, Art 403-404, and Philosophy 303 may be counted toward a major. Supporting hours should be selected from courses in economics, English, history, music, political science, and psychology, in conference with the chairman of the Department.

Students majoring in economics or political science will be interested in courses 203-204, 207-208, 313-314; those majoring in English in 205-206, 207-208, 209-210, 305-306, 309-310, 313-314; those majoring in education in 207-208, 209-210, 405-406, and 456.

At regular intervals during each year, speech students are given the opportunity for platform appearances in various speech contests. Among those are the Freshman Speech Contest, the All-University Persuasive Speech Contest, the Annual Freshman-Sophomore Debate, the Intercollegiate Debates, and the Poetry Speaking Contest. Competent students are given additional speech experience through means of the Student Speakers Bureau, which is organized for the purpose of providing speakers for community clubs and other organizations in Washington and vicinity. Last year

over fifty students engaged in public discussions, such as symposiums, panels, open forums, debates, and radio broadcasts. Advanced theater students are given the experience of directing plays and programs for presentation at the University and before Washington club groups.

101-102. Principles of Speech. I-II (4). A beginning course in the basic principles of speech applied to extemporaneous discourse. Developing confidence and poise, directness and conversational spirit, bodily action, use of the voice, finding subjects and materials, organization, outlining, composition, and diction. Designed to train the student to think freely and speak effectively before an audience. The course includes a survey of the field of argumentation and the fundamentals of debating.

203-204. Argumentation and Debate. I-II (4). An extensive application of the principles of argument to public speaking: selecting, framing, and analyzing a proposition, gathering evidence, briefing, modes of proof, fallacies, rebuttal, speech composition, and delivery. The class works on two debate subjects for the year. Qualified students are given the opportunity to take part in intercollegiate debate. Open to students with consent of the instructor.

205-206. Play Production. I-II (4). A comprehensive survey of the principle elements contributory to the production of plays. Scene construction, scenic design and painting, stage lighting, properties, and make-up are all studied. Ample opportunity is offered for practical application of the material studied, through laboratory work in the University Theater's new workshop, and participation in the public productions of the University Theater.

For prospective teachers, social workers, recreational directors, and club women, this course and 405-406 provide invaluable training in the planning and supervision of entertainments and dramatic presentations.

207-208. Public Speaking. I-II (4). An advanced course in speech. A practical application of the principles of effective speech with special emphasis upon delivery the first semester, and with major attention to composition the second semester. Practice is given in the preparation and delivery of special forms of public address. An analysis is made of the psychological forces that affect the belief and the behavior of individuals and groups. An examination is made of the techniques of oral expression. Open to students who have completed Speech 101-102. The course is recommended for students who plan to elect Literary and Dramatic Interpretation and Business Speaking.

209-210. Voice and Diction. I-II (4). (Alternates each year with Speech 309-310.) A course designed to establish good habits of speech through (1) analysis of each individual's voice and articulation; (2) class instruction on the speech mechanism and the mechanics of speech; (3) drills for careful articulation and the development of resonance; (4) application and adaptation of this instruction to individual abilities and needs. Emphasis on the development of flexibility, musical quality, audibility, and clarity in conversation and the reading of prose and poetry.

301-302. Advanced Argumentation. I-II (1-3). This course is arranged for intercollegiate debaters and others qualified in debate and discussion. Prerequisite, tryout for intercollegiate debating squad. The work of the course begins about November 1 and continues to about April 15.

305-306. Advanced Play Production. I-II (0-2). Prerequisite, Speech 205-206.

307-308. History of the Theater and the Drama. I-II (4). A survey of the growth and development of the theater and dramatic literature. The evolution of the physical theater, great players and styles of acting; great dramatists and dramas from the beginning to modern times. Stress is placed on the importance of the reciprocal influences

involving the ruling spirit of the times, the physical limitations of the theater, and the techniques of the dramatists. Alternates with Speech 407-408.

309-310. Interpretative Reading. I-II (4). A study of oral interpretation as an art. The nature of creative literature and creative interpretation. A thorough study of the techniques of reading aloud. At the close of each semester, the student is required to present an interpretative recital based upon the life and work of some great writer, or an original sketch or characterization adapted from such literature as the novel, the play, the short story, and poetry. Alternates with Speech 209-210.

313-314. Business Speaking. I-II (4). A course designed to provide training in interviews, salesmanship, use of the telephone, and applications for positions.

401-402. Advanced Argumentation. I-II (1 to 3). This course is a continuation of Speech 301-302, which is a prerequisite.

407-408. Stage Directing. I-II (4). The study and application in actual practice of various elements and techniques of stage direction. The aesthetics and general theory of directing are illustrated by practical examples by the instructor and the students. Each student is given the experience of directing short plays for presentation at the University and before church and club groups in Washington and vicinity. Alternates with Speech 307-308.

459. The Teaching of Speech in Secondary Schools. I (2). A study of the problems confronting the teacher of speech. Lectures and required collateral reading on the following: a study of the foundation theories of important systems of speech training; a study of the objectives and of methods of classroom criticism; the analysis and construction of courses of study and an analysis and construction of an extensive bibliography of the literature of speech. Open to students who are majoring in speech.

PREPARATION FOR VOCATIONS

The college places considerable emphasis on the four-year course leading to the bachelor's degree. It believes thoroughly in the cultural value of the full college course, and encourages students to acquire as sound and as broad an academic training as possible. On this account, the College prefers that students pursue studies in a reasonable field of concentration rather than accumulate credits that suggest narrow specialization. It should be borne in mind, moreover, that the formation of habits of coherent thinking, of accurate observation of facts, and of sane critical judgment, together with the development of an ability to use clear and effective English, in speech and in writing, is far more important than any set program of studies. For the guidance of students, however, who may desire to select their studies with a definite vocation in mind, the following special programs of college work are suggested. They conform in general to the requirements of the best technical and professional schools in the country; but students interested should meet the specific requirements of the institution which they wish to enter. Many of the professional schools now require a college degree for admission, and most of them definitely recommend it.

GRADUATE STUDY

Students who contemplate doing graduate work leading to the degree of M.A. or Ph.D. in any department of a university should bear in mind that a reading knowledge of French and German is nearly always required. Hence, at least two years of work in each language should be taken as early as possible. Students planning to do graduate work should strive to maintain at least a B average in their studies.

PROFESSIONAL CHURCH WORKER

Candidates for the Christian ministry should secure the broadest possible training, keeping in mind the foundation necessary for post-graduate courses. Students interested in social service should have a thorough knowledge of their special field, together with its problems and opportunities. To these ends a student preparing for the Christian ministry or for the mission field, for a position as director of religious education, social service worker, Christian Association secretary, Scout executive or Boys' Work secretary, should major under the direction of the Department of Religion. He will thus become familiar with the specific requirements of his particular field, and will secure the necessary background for the largest possible service and for the work of the seminary and graduate school. For specific recommendations see the requirements for a major under the Department of Religion.

ENGINEERING

For those students who plan to prepare themselves for the profession of engineering, but who desire the breadth of outlook that can be obtained by four years of preliminary study, the courses leading to the degree of Bachelor of Science are recommended in the fields indicated below:

For civil, electrical, and mechanical engineering, concentration in the field of physics and mathematics.

For chemical engineering, concentration in the field of chemistry with three years of mathematics.

For sanitary engineering, concentration in the field of biology with two years of mathematics.

If a shorter period of preliminary training is desired, the earlier years of the courses indicated above suggest a good basis upon which to build a course of study adapted to the individual needs of the student.

GOVERNMENT SERVICE

Government today is seeking well-qualified persons in all fields of endeavor—biology, chemistry, physics, engineering, accounting, law, administration, modern foreign languages, writing and editing, research, etc. Students who look forward to securing employment in any capacity in the United States Government should become familiar with the specific requirements for the position desired. For most positions a Civil Service examination is required, necessitating thorough preparation in a variety of subjects.

The United States Civil Service Commission offers competitive examinations for positions as Junior Professional Assistants. These examinations are open to college seniors and college graduates who have specialized in such subjects as botany, chemistry, economics, physics, political science, sociology, writing and editing, and zoölogy. Other examinations, open to students who have completed three years of college work, are held for positions as "Student Aids" during summer vacation periods.

THE AMERICAN FOREIGN SERVICE

It is the conviction of the Foreign Service that the broader the education of an officer upon his entry into the Service, the better his opportunity of success.

No special course of study is prescribed for persons who wish to prepare themselves for the Foreign Service examinations, but a view of the two sets of examinations given will show what may be expected. The first set, requiring five hours, involves general factual knowledge and the use of simple mathematical processes. The second set includes four examinations of three hours each on (1) international, maritime, and commercial law; (2) economics; (3) history; (4) modern foreign languages.

Students interested should write to the United States Department of State for Publication 1100, which contains full information and sample examination questions.

SUGGESTED PROGRAMS OF STUDY

The following programs are arranged to meet the needs of students with specialized interests. Modifications may be made in non-required courses to suit individual preferences.

ART

Freshman Year (30-32 hours)

- Composition and Literature (Eng. 101-102)—(6).
- Principles of Speech (Speech 101-102)—(4).
- Physical Education 101-102—(2).
- Modern Foreign Language—(6 or 8).
- Modern European Civilization (Hist. 101-102)—(6).
- History and Literature of the Hebrew People (Rel. 101-102)—(6).

Sophomore Year (33-35 hours)

- Survey of English Literature (Eng. 201-202)—(6).
- Physical Education 210-202—(2).
- Modern Foreign Language—(6).
- Introduction to Fine Arts (Art 301-302)—(6).
- Design (Art 215-216)—(4).
- Science—(6-8).
- Elective—(3).

Junior Year (30-32 hours)

- Physical Education 301-302—(2).
- Appreciation (or History) of Music (Mus. 201-202 or 301-302)—(4).
- Design (Art 315-316)—(4).
- Greek and Latin Literature in English (Eng. 305-306)—(6).

History of Greek and Roman Civilization (Hist. 301-302)—(6).
 English—(6).
 Science—(6-8).

Senior Year (33-36 hours)

History of Philosophy (Phil. 301-302)—(6).
 Design (Art 415-416)—(4).
 Modern European Art (Art 401-402)—(4).
 Survey of World Drama (Eng. 351-352)—(6).
 Medieval History of Europe (Hist. 303)—(3).
 The Renaissance and the Reformation (Hist. 306)—(3).
 Aesthetics (Art 403-404)—(4).
 Electives—English, foreign language, history, music, religion, speech—(3-6).

CREATIVE ART

Freshman Year (35 hours)

Composition and Literature (Eng. 101-102)—(6).
 Principles of Speech (Speech 101-102)—(4).
 Introduction to Source Material—(1).
 General Zoology and General Botany (Biol. 101-102)—(8).
 French—(6).
 Physical Education 101-102—(2).
 *Art work—studio—(8).
 The Picture Plane.
 Rhythms.
 Illusions of the Third Dimension.
 Structural Drawing (Life class).

Sophomore Year (34 hours)

French—(6).
 Historical Greek and Roman Civilization (Hist. 301-302)—(6).
 Survey of English Literature (Eng. 201-202)—(6).
 Principles of Sociology (Sociology 201-202)—(6).
 Physical Education (201-202)—(2).
 *Art work—studio—(8).
 Design.
 The Scope of Color.
 Application of Color Theory to Original Design.
 Structural Drawing.

Junior Year (32 hours)

**Chemistry, physics, or geology—(8).
 Introduction to Fine Arts (Art 301-302)—(6).
 Modern European History (Hist. 101-102)—(6).
 Physical Education (301-302)—(2).
 *Art work—studio—(10).
 Problems of Portraiture and Figure Painting.

Senior Year (29 hours)

Elective—(9).
 Modern European Art (Art 401-402)—(4).
 History of Philosophy (Philosophy 301-302)—(6).
 *Art work—studio—(10).
 Designs in Deep Space.
 Formal Portraits. Thesis.

* Courses given at the Phillips Gallery Art School.

** May be omitted if two years of science in secondary school are presented for admission.

ART EDUCATION

Freshman Year (35 hours)

- Composition and Literature (Eng. 101-102)—(6).
 Principles of Speech (Speech 101-102)—(4).
 General Zoology and General Botany (Biol. 101-102)—(8).
 French—(6).
 Gallery—(1).
 Physical Education 101-102—(2).
 *Art work—studio—(8).
 The Picture Plane.
 Rhythms.
 Illusions of the Third Dimension.
 Structural Drawing (Life class).

Sophomore Year (34 hours)

- French—(6).
 Historical Greek and Roman Civilization (History 301-302)—(6).
 General Psychology (Psych. 201-202)—(6).
 Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 201-202—(2).
 *Art work—studio—(8).
 Design.
 The Scope of Color.
 Application of Color Theory to Original Design.
 Structural Drawing.

Junior Year (32 hours)

- **Chemistry, physics, or geology—(8).
 Introduction to Fine Arts (Art 301-302)—(6).
 Educational Psychology (Psych. 301)—(3).
 Principles of Education (Education 302)—(3).
 Physical Education 301-302—(2).
 *Art work—studio—(10).
 Problems of Portraiture and Figure Painting.

Senior Year (29 hours)

- Modern European Art (Art 401-402)—(4).
 Elective (Second Semester)—(3).
 Principles of Teaching (Education 351-352)—(4).
 Observation and Practice Teaching (Education 409-410)—(4).
 Methods of Teaching Art—(4).
 *Art work—studio—(10).
 Designs in Deep Space.
 Formal Portraits.
 Thesis.

* Courses given at the Phillips Gallery Art School.

** May be omitted if two years of science in secondary school are presented for admission.

WARTIME EDUCATION

The American University is coöperating fully with the United States Government in providing educational opportunities that will equip young men and young women for the responsibilities of effective service and leadership during both the war emergency and the necessary reconstruction period following.

The necessity of adequate college training is stressed in this statement made by the President of the United States:

"The Message I would emphasize to you this year is that America will always need men and women with college training. Government and industry alike need skilled technicians today. Later, we shall need men and women of broad understanding and special aptitudes to serve as leaders of the generation which must manage the post-war world. We must, therefore, redouble our efforts during these critical times to make our schools render even more efficient service in support of our cherished democratic institutions."

NAVAL RESERVE CLASS V-1

With a view to further expansion of procurement and training of prospective naval reserve officers, the Secretary of the Navy has approved the enlistment in the Naval Reserve of young men enrolled in accredited colleges, who, after enlistment in the Naval Reserve, may continue in college at their own expense, and in addition, be given naval training in an inactive naval status.

Applicants for enlistment in this group, designated as Naval Reserve Class V-1, must be at least seventeen years of age and not over twenty in April of their sophomore year in college. They must be registered for a full program of courses approved by the Navy Department through its Division of Training. Upon the satisfactory completion of the sophomore year with a high rank in comprehensive examinations, a V-1 man may be transferred to Class V-5 and ordered to active duty for training to become an officer-pilot, or to Class V-7 enlistment status and assigned to two years additional college study in preparation for training leading to a commission.

The attention of young men interested in this program is called to

the following significant statement in the Official Bulletin of Information issued by the Navy Department:

"The Navy wishes to reassert the primary importance of a well rounded academic education as the basis for developing capacity for sound, incisive, and well ordered thought and expression. . . . The importance of teaching students to combine incisive, rigorous thought with exactness of statement, to follow specifications, to be prompt and attentive to details in form and substance, cannot be too much emphasized in all assigned work. The institution should seek in its teaching to develop in each V-1 student this framework upon which depends the individual self-discipline so vital in the Navy."

THE U. S. ARMY AIR FORCE ENLISTED RESERVE

Young men who are eighteen years of age or over and who are enrolled as full-time undergraduate students in accredited colleges may be enlisted as privates in the Army Air Force Enlisted Reserve for future Aviation Cadet Training on a deferred basis and continue their courses through graduation or until withdrawal from college. The bulletin describing the Aviation Cadet program states that "it must be understood that in case of necessity the deferred status under Army Air Force Regulations may be terminated at any time as directed by the Secretary of War."

Beginning in the Summer Session of 1942 and continuing thereafter in all sessions, the University will offer the courses of study that meet the requirements for enlistment in Naval Reserve Class V-1. The University will offer also the courses that qualify men for other branches of the service,—in V-5 and V-7 of the Navy; in the Marine Corps Reserves; in the Army Aviation Cadets; and in the Business Administration Class of the Navy.

Freshmen and sophomores are eligible to take the pre-induction training courses for the Naval Reserve Class V-1 and for the Army Aviation Cadets. Men of all four college classes are eligible to take the pre-induction training courses for the Marine Corps Reserves. Juniors and seniors are eligible for enlistment in Naval Reserves V-5 and V-7 and in the Business Administration Class. Preparation for all classes of service requires a complete and a rigorous program of physical and health education.

For further information, write to:

DEAN GEORGE B. WOODS
College of Arts and Sciences

The American University
Washington, D. C.

SUMMER SESSIONS

1942

June 25—August 28

To meet the demands of the wartime emergency, both the College of Arts and Sciences and the School of Social Sciences and Public Affairs offer summer courses.

The sessions are planned to serve (1) students who desire to accelerate their college program to enable them to graduate in two and two-thirds calendar years; (2) young men who desire to begin pre-induction training courses designed to prepare for various defense activities and for specialized services in the armed forces; (3) employed persons who desire to pursue "in-service" training or to work toward the junior college degree of associate in administration and bachelor of science in administration in the undergraduate division, and the degrees of master of arts and doctor of philosophy in the graduate division of the School of Social Sciences and Public Affairs; and (4) adults, whether or not concerned with academic degrees, who desire to equip themselves for more efficient employment or who seek intellectual stimulus and increased knowledge through academic association.

COLLEGE OF ARTS AND SCIENCES

The session will begin on June 25 and continue for nine weeks through August 28.

Registration may be completed on June 25 through 27; classes will meet regularly beginning Monday, June 29. A special fee of \$3.00 will be charged for registration after June 27. Students will not be admitted to courses for credit after Thursday, June 30.

Both year and half-year courses will meet from ten to twelve hours a week for six semester-hours credit; half-year, or semester, courses will meet five hours a week for three semester-hours credit. Registration will be restricted to nine or ten semester-hours credit for the session. The tuition fee will be \$8.00 a credit-hour. Each student will pay also a registration fee of \$4.00 and a \$5.00 laboratory fee for each course taken in biology, chemistry, and physics. Auditors, who will receive no academic credit or certificate of attendance, will pay only the tuitional fee of \$8.00 a credit-hour and the registration fee of \$4.00.

Students graduating from secondary schools in February or June, 1942, will be able to register for two regular freshman courses that may be followed by sophomore courses in the fall session beginning September 18. The summer session will include specialized courses officially approved for pre-induction training.

For further information write to:

DIRECTOR EDWARD W. ENGEL,
The American University Campus,
Washington, D. C.,
or call WOodley 6800.

SCHOOL OF SOCIAL SCIENCES AND PUBLIC AFFAIRS

The School of Social Sciences and Public Affairs will offer both graduate and undergraduate courses in the fields of economics, business administration, public administration, personnel management, political science, history, international affairs, accounting, and statistics.

Credit earned during the Summer Session may be applied toward the degree of Associate in Administration, Bachelor of Science in Administration, Master of Arts, or Doctor of Philosophy.

All classes offered by the School of Social Sciences and Public Affairs will be held at the convenient location of the School at 1901 F Street, Northwest. Courses will meet twice a week for two hours and fifteen minutes. The tuition fee will be \$8.00 a credit-hour for courses numbered 100-300, and \$10.00 a credit-hour for courses numbered 400 and above.

RECREATIONAL AND SOCIAL ACTIVITIES

A program of recreational and social activities is included in the summer program, as well as a series of lectures, conferences, and symposia on vital educational, economic, political, and social questions. The tennis courts, gymnasium, and athletic facilities of the University will be available for use upon payment of a recreation fee.

As occasion affords, advantage will be taken of the cultural and educational offerings of the National Capital.

For further information write to:

DIRECTOR ERNST CORRELL,
School of Social Sciences and Public Affairs,
1901 F Street, Northwest,
Washington, D. C.,
or call METropolitan 0258

BIOLOGY FOR THE B.A. DEGREE*Freshman Year (32 hours)*

Composition and Literature (Eng. 102-102)—(6).
 Principles of Speech (Speech 101-102)—(4).
 Physical Education 101-102—(2).
 German 101-102 or 201-202—(6).
 College Algebra and Plane Analytic Geometry (Math. 101-102)—(6).
 General Zoölogy (Biol. 101)—(4).
 General Botany (Biol. 102)—(4).

Sophomore Year (33 hours)

General Chemistry (Chem. 101-102)—(8).
 German—(6).
 Physical Education 201-202—(2).
 General Psychology (Psych. 201-202)—(6).
 Biology 204—(4).
 Biology elective—(4).
 Elective—to meet group requirements or social science—(3).

Junior Year (33 hours)

Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 301-302—(2).
 General Physics (Phys. 201-202)—(8).
 Biology 309—(4) or Biology 404—(4).
 Biology electives—(4).
 Electives—to meet group requirements in humanities or social science—(9).

Senior Year (32 hours)

Biology 309—(4) or Biology 404—(4).
 Biology electives—(4).
 Elective—to meet group requirement in humanities or social science—(6).
 Electives—chemistry, mathematics, education, etc.—(18).

BIOLOGY FOR THE B.S. DEGREE*Freshman Year (34 hours)*

Composition and Literature (Eng. 101-102)—(6).
 Principles of Speech 101-102—(2).
 Physical Education 101-102—(2).
 College Algebra and Plane Analytic Geometry (Math. 101-102)—(6).
 German 101-102 or 201-202—(6).
 General Zoölogy (Biology 101)—(4).
 General Botany (Biology 102)—(4).
 Elective—(4).

Sophomore Year (36 hours)

Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 201-202—(2).
 General Chemistry (Chem. 101-102)—(10).
 German—(6).
 Biology 204—(4).
 Biology electives—(8).

Junior Year (34 hours)

Physical Education 301-302—(2).

Analytical Chemistry (Chem 211-212)—(8).

Biology 309—(4) or Biology 404—(4).

Biology electives—(8).

Elective—to meet group requirement in humanities and social science—(12).

Senior Year (34 hours)

General Physics (Phys. 201-202)—(8).

Organic Chemistry (Chem. 321-322)—(8).

Biology 309—(4) or Biology 404—(4).

Biology electives—(8).

Elective—to meet group requirement in humanities or social science—(6).

CHEMISTRY FOR THE B.A. DEGREE*Freshman Year (32-34 hours)*

Composition and Literature (Eng. 101-102)—(6).

Principles of Speech (Speech 101-102)—(4).

Physical Education 101-102—(2).

College Algebra, Trigonometry, and Analytic Geometry (Math. 101-102)—(6).

General Chemistry (Chem. 101-102)—(10) or (Chem. 103-104)—(8).

Elective—(6).

Sophomore Year (33-36 hours)

Survey of English Literature (Eng. 201-202)—(6).

Physical Education 201-202—(2).

Analytical Chemistry (Chem. 211-212)—(10).

Differential and Integral Calculus (Math. 201-202)—(6).

French or German—(6).

Elective—(3-6).

Junior Year (33 hours)

Physical Education (301-302)—(2).

Organic Chemistry (Chem. 321-322)—(8).

General Physics (Physics 201-202)—(8).

French or German—(6).

Elective—to meet group requirement in humanities or social science—(9).

Senior Year (34 hours)

Physical Chemistry (Chem. 431-432)—(10).

Elective—to meet group requirement in humanities or social science—(9).

Electives in science or other fields—courses numbered above 300—(15).

CHEMISTRY FOR THE B.S. DEGREE*Freshman Year (32 hours)*

Composition and Literature (Eng. 101-102)—(6).

Principles of Speech (Speech 101)—(2).

Physical Education 101-102—(2).

General Chemistry (Chem. 101-102)—(10).

College Algebra, Trigonometry, and Analytic Geometry (Math. 101-102)—(6).

French or German—(6).

Sophomore Year (32 hours)

Physical Education 201-202—(2).
 Analytical Chemistry (Chem. 211-212)—(10).
 General Physics (Physics 201-202)—(8).
 Differential and Integral Calculus (Math. 201-202)—(6).
 French or German—(6).

Junior Year (34 hours)

Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 301-302—(2).
 Organic Chemistry (Chem. 321-322)—(8).
 Elective—to meet group requirement in humanities and social science—(12).
 Electives in physics, mathematics, biology, etc., in courses above 300—(6).

Senior Year (31-34 hours)

Physical Chemistry (Chem. 431-432)—(10).
 Advanced Chemistry, 400 course—(3).
 Electives—physics, mathematics, biology, etc., in courses above 300—(12 to 15).
 Elective—to meet group requirement in humanities and social science—(6).

BUSINESS

Students who expect to follow business as a career will naturally major in economics and business administration. Selected courses in English, history, political science, psychology, and speech also will prove useful.

The following courses are suggested:

Freshman Year (30-32 hours)

Composition and Literature (Eng. 101-102)—(6).
 Principles of Speech (Speech 101-102)—(4).
 Physical Education 101-102—(2).
 Modern Foreign Language—(6).
 Elementary Accounting (Econ. 205-206)—(6).
 Science—(6-8).

Sophomore Year (34-36 hours)

Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 201-202—(2).
 Modern Foreign Language—(6).
 Principles of Economics (Econ. 201-202)—(6).
 American Government (Pol. Sci. 101-102)—(6).
 Mathematical Statistics (Econ. 203-204)—(6).
 Introduction to Sociology (Soc. 201-202)—(6).

Junior Year (32-34 hours)

Physical Education 301-302—(2).
 Money and Banking (Econ. 301)—(3).
 Labor Problems and Legislation (Econ. 305)—(3).
 Public Finance and Taxation (Econ. 302)—(3).
 History of the United States (Hist. 201-202)—(6).
 Principles of Public Administration (Pol. Sci. 304)—(3).
 Electives—(6).
 Science—(6-8).

Senior Year (33 hours)

Transportation (Econ. 306)—(3).

Business Law (Econ. 401)—(3).

Business Organization and Management (Econ. 402)—(3).

Industrial Combination and Competition (Econ. 405)—(3).

Business and Government (Econ. 410)—(3).

Electives—(18).

JOURNALISM

Thorough study of economics, sociology, political science, and history is necessary to successful work in journalism. Training in writing of various kinds is also required. Acquaintance with many branches of learning—science, philosophy, literature, art, etc.—will be found very useful.

The following program of courses is recommended with a major in English:

Freshman Year (30 hours)

Composition and Literature (Eng. 101-102)—(6).

Principles of Speech (Speech 101-102)—(4).

Physical Education 101-102—(2).

Modern Foreign Language—(6).

History and Literature of the Hebrew People (Rel. 101-102)—(6).

Modern European History (Hist. 101-102)—(6).

Sophomore Year (30-32 hours)

Survey of English Literature (Eng. 201-202)—(6).

Physical Education 201-202—(2).

Modern Foreign Language—(6).

News Writing (Eng. 203-204)—(4).

Principles of Economics (Econ. 201-202)—(6).

Science—(6-8).

Junior Year (30-32 hours)

Physical Education 301-302—(2).

History of the United States (Hist. 201-202)—(6).

Advanced Writing (Eng. 301-302)—(4).

American Government (Pol. Sci. 101-102)—(6).

Introduction to Sociology (Soc. 201-202)—(6).

Science—(6-8).

Senior Year (34 hours)

American Literature (Eng. 313-314)—(6).

Editorial and Feature Writing (Eng. 325-327)—(4).

English electives—(12).

History elective—(6).

Introduction to Fine Arts (Art 301-302)—(6).

LAW

Students preparing for law should major in history, political science, or economics. Courses in speech, English, logic, sociology, accounting, and psychology are useful. Participation in student activities, especially in debating and journalism, furnishes indispensable training.

Many law schools have their own standards of admission, and these must be learned well in advance by prospective students of law. A high level of scholarship is essential, as well as sound traits of leadership.

Freshman Year (30-32 hours)

Composition and Literature (Eng. 101-102)—(6).
 Physical Education 101-102—(2).
 Principles of Speech (Speech 101-102)—(4).
 Modern Foreign Language—(6).
 American Government (Pol. Sci. 101-102)—(6).
 Science—(6-8).

Sophomore Year (30 hours)

Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 201-202—(2).
 Modern Foreign Language—(6).
 Elementary Accounting (Econ. 205-206)—(6).
 Principles of Economics (Econ. 201-202)—(6).
 Argumentation and Debate (Speech 203-204)—(4).

Junior Year (33-35 hours)

Physical Education 310-302—(2).
 Science—(6-8).
 History of the United States (Hist. 201-202)—(6).
 Advanced Debating (Speech 301-302)—(4).
 General Psychology (Psych. 201-202)—(6).
 Constitutional Law of the United States (Pol. Sci. 401)—(3).
 International Law (Pol. Sci. 403-404)—(6).

Senior Year (35 hours)

History of England (Hist. 203-204)—(6).
 Constitutional History of U. S. (Hist. 401-402)—(4).
 Advanced Debating (Speech 401-402)—(4).
 Money and Banking (Econ. 301)—(3).
 Labor Problems and Legislation (Econ. 305)—(3).
 Industrial Combination and Competition (Econ. 405)—(3).
 Business Law (Econ. 401)—(3).
 Business and Government (Econ. 410)—(3).
 Electives—to meet group requirements—(6).

MEDICINE, DENTISTRY, NURSING

Thorough training in biology, chemistry, physics, and mathematics is demanded of students who expect to study medicine or dentistry. A reading knowledge of French or German is required by many medical schools. Courses in psychology also are useful.

Competition for admission into the best medical schools of the country is so keen that the application of a student who averages lower than B in his college work is likely to be rejected.

The nursing profession offers especial opportunities to young women who have previously completed their college course or have at least completed their training in the basic sciences on which training in nursing is built. Young women so trained are much in demand by the profession as teachers, supervisors, and administrators. The American University offers all the courses in the scientific field basic to nurses' training, as well as courses in other fields which are recommended to students preparing to enter nursing. With few exceptions the course of study preparatory to nursing follows the prescribed curriculum for the pre-medical and pre-dental student listed below.

Students preparing for medicine, dentistry, or nursing should complete a combination major in biology and chemistry, consisting of twenty hours of biology, and twenty-eight hours of chemistry.

Freshman Year (32 hours)

Composition and Literature (Eng. 101-102)—(6).
 Physical Education 101-102—(2).
 French or German—(6).
 General Chemistry (Chem. 101-102)—(10).
 General Zoölogy and General Botany (Biol. 101-102)—(8).

Sophomore Year (32 hours)

Principles of Speech (Speech 101-102)—(4).
 Physical Education 201-202—(2).
 French or German—(6).
 Analytical Chemistry (Chem. 211-212)—(10).
 College Algebra and Plane Analytic Geometry (Math. 101-102)—(6).
 Comparative Vertebrate Anatomy (Biol. 204)—(4).

Junior Year (34 hours)

Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 301-302—(2).
 General Physics (Phys. 201-202)—(8).
 Organic Chemistry (Chem. 321-322)—(8).
 General Psychology (Psys. 201-202)—(6).
 Embryology (Biol. 404)—(4).

Senior Year (32 hours)

Histology (Biology 401)—(4).
 Electives—to meet group requirement in humanities or social science—(12).
 Electives—(16).

PHYSICS*Freshman Year (30-32 hours)*

Composition and Literature (Eng. 101-102)—(6).
 Principles of Speech (Speech 101-102)—(2-4).
 Physical Education 101-102—(2).
 General Physics (Physics 201-202)—(8).
 College Algebra, Trigonometry, Plane Analytic Geometry (Math. 101-102)—(6).
 Modern Foreign Language—(6).

Sophomore Year (34 hours)

Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 201-202—(2).
 Differential and Integral Calculus (Math. 201-202)—(6).
 Electricity and Magnetism (Physics 351-352) or Geometric and Physical Optics (Physics 353-354)—(8).
 Modern Foreign Language—(6).
 Elective—to meet group requirements—(6).

Junior Year (33-35 hours)

Physical Education 301-302—(2).
 Electricity and Magnetism (Physics 351-352) or Geometric and Physical Optics (Physics 353-354)—(8).
 General Chemistry (Chem. 101-102)—(8-10).
 Elective—to complete group requirements—(9).
 Heat (Physics 355) and Sound (Physics 356) or Analytical Mechanics (Physics 405-406)—(6).

Senior Year (31 hours)

Advanced Calculus (Math. 301) and Differential Equations (Math. 302)—(6).

For those taking the B.A. degree all other senior courses may be elected in consultation with the adviser.

For those taking the B.S. degree the following courses are required in addition to the one above.

General Zoölogy (Biol. 101)—(4).

General Botany (Biol. 102)—(4).

Analytical Chemistry (Chem. 211-212) or Physical Chemistry (Chem. 431-432)—(10).

Other courses may be elected in consultation with the adviser.

PUBLIC WELFARE SERVICE

Successful work in public welfare requires a sound understanding of the nature of society, of the individual, and their interaction. Preparation should include courses in the social sciences primarily, but also courses in biology and psychology. Since public welfare work makes such unusual demands upon the worker's personality, a well-rounded program of social, cultural, and intellectual activities is suggested. Courses in religion, literature, and art, and a wise choice of extracurricular activities will prove helpful. A major should be completed in sociology.

Freshman Year (30-32 hours)

Composition and Literature (Eng. 101-102)—(6).

Principles of Speech (Speech 101-102)—(4).

Physical Education 101-102—(2).

Modern Foreign Language —(6).

History and Literature of the Hebrew People (Rel. 101-102)—(6).

Science—(6 or 8).

Sophomore Year (32 hours)

Survey of English Literature (Eng. 201-202)—(6).

Physical Education 201-202—(2).

Modern Foreign Language—(6).

Introduction to Sociology (Soc. 201-202)—(6).

Principles of Economics (Econ. 201-202)—(6).

American Government (Pol. Sci. 101-102)—(6).

Junior Year (32-34 hours)

Physical Education 301-302—(2).

General Psychology (Psych. 201-202)—(6).

General and Cultural Anthropology (Soc. 301-302)—(6).

Labor Problems and Legislation (Soc. 305)—(3).

The World's Great Living Religions (Rel. 351)—(3).

Modern Religious Cults and Movements (Rel. 352)—(3).

Science—(6-8).

Elective—(3).

Senior Year (35 hours)

Urban Sociology (Soc. 303)—(3).

Marriage and the Family (Soc. 307)—(3).

Crime and Criminology (Soc. 308)—(3).

Race Relations (Soc. 309)—(3).

Population Problems (Soc. 310)—(3).

Public Speaking (Speech 207-208)—(4).

Elective—Sociology—(3 or 6).

Electives—art, economics, English, history, philosophy, psychology, religion—(12).

SECRETARIAL SCIENCE

The following courses are prescribed for all candidates for the degree of Bachelor of Science in Secretarial Science:

Freshman Year (32 hours)

Composition and Literature (Eng. 101-102)—(6).
 Principles of Speech (Speech 101-102)—(4).
 Physical Education 101-102—(2).
 Elementary Typewriting (Sec. Sci. 101-102).
 Modern European Civilization (Hist. 101-102)—(6).
 Modern Foreign Language—French, German, Spanish—(6).
 Laboratory Science—biology, chemistry, physics—(8).

Sophomore Year (36 hours)

Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 201-202—(2).
 Intermediate Typewriting (Sec. Sci. 201-202)—(4).
 Elementary Accounting (Econ. 203-204)—(6).
 Modern Foreign Language—Second Year—(6).
 American Government (Pol. Sci. 101-102)—(6).
 General Psychology (Psych. 201-202)—(6).

Junior Year (34 hours)

Physical Education 301-302—(2).
 Elementary Shorthand (Sec. Sci. 203-204)—(6).
 Business Mathematics (Sec. Sci. 207-208)—(4).
 Advanced Typewriting (Sec. Sci. 301-302)—(4).
 Principles of Economics (Econ. 201-202)—(6).
 History of the United States (Hist. 201-202)—(6).
 Advanced Accounting (Econ. 303-304)—(6).

Senior Year (34 hours)

Advanced Shorthand (Sec. Sci. 303-304)—(6).
 Office Practice (Sec. Sci. 401)—(3).
 Secretarial Practice and Office Management (Sec. Sci. 402)—(3).
 Money and Banking (Econ. 301)—(3).
 Public Finance and Taxation (Econ. 302)—(3).
 Business Law (Econ. 401)—(3).
 Business Organization and Management (Econ. 402)—(3).
 Marketing (Econ. 407)—(3).
 Retail Distribution (Econ. 408)—(3).
 Business and Government Correspondence (Sec. Sci. 307-308)—(4).

COMMERCIAL EDUCATION

The following courses are prescribed for all candidates for the degree of Bachelor of Science in Commerical Education.

The work of the freshman and sophomore years is the same as that required for those years in the program for the degree of Bachelor of Science in Secretarial Science.

The work of the junior year is also the same except that it substitutes Educational Psychology (Educ. 301) and Principles of Teaching (Educ. 302) for Advanced Accounting.

Senior Year (38 hours)

Advanced Shorthand (Sec. Sci. 303-304)—(6).
 Advanced Accounting (Econ. 303-304)—(6).
 Office Practice (Sec. Sci. 401)—(3).
 Secretarial Practice and Office Management (Sec. Sci. 402)—(3).
 Principles of Teaching in Junior and Senior High School (Educ. 351-353)—(4).
 Observation and Practice Teaching (Educ. 409-410)—(3).
 School and Community Hygiene and Health Education (Educ. 406)—(3).
 Methods of Teaching Secretarial Studies (Educ. 457)—(2).
 Business and Government Correspondence (Sec. Sci. 307-308)—(4).
 Psychometrics (Educ. 415-416)—(2).
 School Administration and Supervision (Educ. 411)—(2).

TEACHING

Students who expect to teach in secondary schools should familiarize themselves with the specific requirements of the state in which they expect to teach. As a rule from eighteen to twenty-six hours should be taken in the Department of Education to meet the various state requirements; the specific requirements are on file in the office of the Department. The completion of a major in one subject and of eighteen to twenty-four hours in another subject is recommended. Two courses should be taken in methods of teaching. Some cities require a master's degree as prerequisite to teaching in secondary schools.

Students interested in commercial education should refer to pp. 54-55 for course descriptions.

Students interested in art education should refer to pp. 22-24 for course descriptions.

Freshman Year (30-32 hours)

Composition and Literature (Eng. 101-102)—(6).
 Principles of Speech (Speech 101-102)—(4).
 Physical Education 101-102—(2).
 Modern Foreign Language—(6).
 Modern European Civilization (Hist. 101-102)—(6).
 Science—(6-8).

Sophomore Year (32-34 hours)

Survey of English Literature (Eng. 201-202)—(6).
 Physical Education 201-202—(2).
 General Psychology (Psych. 201-202)—(6).
 Modern Foreign Language—(6).
 History of the United States (Hist. 201-202)—(6).
 Science—(6-8).

Junior Year (35 hours)

Physical Education 301-302—(2).
 Educational Psychology and Principles of Education (Educ. 301-302)—(6).
 Elective—education—(6).
 Elective—major subject—(15).
 Elective—to meet group requirements—(6).

Senior Year (33-36 hours)

Observation and Practice Teaching (Educ. 409-410)—(4 to 6).

Methods of Teaching—(2 to 4).

Elective—education—(6).

Elective—major subject—(12 to 18).

Elective—to meet group requirements—(9).

PROFESSIONAL CHURCH WORKER

The following program of courses is designed for students who desire to prepare themselves for positions as church lay workers or secretaries with particular reference to religious education, church administration, parish work and visitation, community surveys, church office records, and secretarial service. Elective courses to meet individual needs may be substituted for some of the courses listed, with the approval of the chairman of the department major.

Freshman Year (34-36 hours)

Composition and Literature (Eng. 101-102)—(6).

Principles of Speech (Speech 101-102)—(4).

Physical Education 101-102—(2).

History and Literature of the Hebrew People (Rel. 101-102)—(6).

Modern Foreign Language—(6).

Mathematics or Science—(6 or 8).

Music—(4).

Sophomore Year (34-36 hours)

Survey of English Literature (Eng. 201-202)—(6).

Physical Education 201-202—(2).

Modern Foreign Language—(6).

Mathematics or Science—(6 or 8).

Hebrew Religious Beliefs (Rel. 201)—(3).

The Life and Teachings of Jesus (Rel. 202)—(3).

Play Production (Speech 205-206)—(4).

Typewriting and Shorthand—(4).

Junior Year (32 hours)

Physical Education 301-302—(2).

General Psychology (Psych. 201-202)—(6).

Modern European Civilization (Hist. 101-102)—(6).

Introduction to Sociology (Soc. 201-202)—(6).

The Christian Church in History (Rel. 303)—(3).

Present-Day Religious Education (Rel. 304)—(3).

Typewriting and Shorthand—(6).

Senior Year (34 hours)

Educational Psychology and Principles of Teaching (Educ. 301-302)—(6).

Secretarial Practice and Procedures—(6).

Child Psychology and Adolescent Psychology (Psych. 307-308)—(6).

Typewriting and Shorthand—(4).

Church Organization and Administration—(2).

Introduction to Fine Arts (Art 301-302)—(6).

The Use and Interpretation of Statistics—(2).

Social Science Laboratory—(2).

ACADEMIC REGULATIONS

Students are expected to regard as their first duty the satisfactory completion of the studies they undertake. To this end the individual student must assume large responsibility. The College encourages intellectual initiative and curiosity; only the cultivation of these qualities can unlock the rich resources of Washington to the student. Students who show themselves capable of directing their lives at college, as reflected in their scholastic achievement, may expect freedom regarding their program of work.

CLASS ATTENDANCE

To encourage intellectual responsibility and freedom the faculty has established the following regulations governing absences:

1. A student in the first semester of work in the College is required to attend regularly all classes and laboratory periods for which such student has registered.

2. A student who attains a grade index of 2.00 or above in a given semester is allowed *unlimited absences* during the semester following. It is definitely understood, however, that the student himself is responsible for completing the work of a course in a way that is entirely satisfactory to the instructor.

3. A student who is absent from a class or laboratory period during the regular college day immediately preceding or following a vacation or holiday period is required to pay a fee of two dollars for each class, laboratory, or chapel service missed; but the total fee for one day of absence shall not exceed five dollars. Fees collected are added to the student loan fund. Fees for absences may be suspended by the Dean of the College only for the following reasons: personal illness certified by physician or parents; extreme illness or death in the immediate family; authorized trips for College athletic contests, concerts, debates, or other performances; approved working positions*preceding the Christmas or the spring vacation. Permission to be absent from the College on account of athletic trips, debates, or other activity must be secured from the Dean of the College in advance of the absence. Any certificates covering absences must be presented to the Dean within ten days after the absence.

4. Unless satisfactorily explained at the close of a recitation, a tardiness may be entered on the instructor's record as an absence.

SEMESTER-HOUR LOAD

Students are expected to carry from fourteen to seventeen semester-hours each semester of the four-year course. Students earning a part of their expenses by employment requiring more than a twenty-hour week, may take nine to twelve semester-hours as a maximum load, physical education excluded.

The consent of the Dean of the College must be secured by students who desire to vary from this schedule.

Faculty permission must be secured by students who desire to register for more than eighteen semester-hours. Such permission must be secured at the opening of the semester. As a rule, permission to carry more than seventeen semester-hours will be given only to students who have averaged B or better during the previous semester in College. The results of the psychological examination will be taken into account in determining the number of hours for which a student may register.

Credit will not be given in a course for which the student has not officially registered or for work taken in excess of the schedule approved by the Dean or by the Faculty.

GRADES AND POINTS

Grades in courses are entered on the permanent records at the close of each semester as follows: A, excellent (93-100); B, good (83-92); C, fair (73-82); D, poor, but passing (65-72); F, failure; I, incomplete; X, condition. Grades A and B are regarded as marks of distinction; C is an average grade; D is very low and requires a B or higher in some other course to produce the necessary average of C. In determining the semester grade the instructor takes into account daily class work, oral and written quizzes, themes and written reports, outside reading, laboratory work, and final examination. The mid-semester grade is also taken into consideration in arriving at the final grade.

The mark I, given only at the end of a semester, indicates that some portion of the student's work has not been completed. The mark may be removed and credit secured upon the completion of the work of the course so marked. Unless an I is removed within eight weeks after the semester for which it was given, the grade automatically becomes F.

The mark X may be removed and credit received by any means determined by the instructor in the course. A removed X usually becomes a D. Only one examination may be taken to remove an X, and this examination may not be taken until two weeks after the end of the semester for which the X was received. Unless an X is removed within eight weeks after it was given, the grade automatically becomes F.

Grade points are determined as follows: For each hour of A, three points; for each hour of B, two points; for each hour of C, one point; for each hour of D or I or X, no points; for each hour of F, minus-one point.

Grades are reported to parents or guardians shortly after the close of each semester. Grades for all students are reported to the Dean of the College twice a semester.

A grade once entered on the permanent record cannot be changed except by vote of the faculty.

PROGRAM COURSE PREFERENCE

In making up a program of studies for any semester, the student must give preference to prescribed courses in the order in which they are designated in the curriculum.

ELIGIBILITY

Eligibility regulations apply to all student elective or appointive offices and to the following activities: intercollegiate athletics, sport or play-day competitions; dramatics; debate; glee clubs, choir, band, and orchestra; and student publications.

A student is eligible for general participation in student activities when such student is (1) regularly enrolled in the College for not less than twelve semester-hours of work, exclusive of physical education, during the current semester; and has made a passing grade in at least twelve semester-hours, exclusive of physical education, in the preceding semester, the first semester of attendance in the College in the case of freshmen only excepted; and (2) either has made an average of C in all the work of the preceding semester with a registration of at least fourteen hours or has made regular progress toward graduation as indicated by the cumulative hour credit required at the end of a given semester as shown by the following chart:

Cumulative Hour-Credit Chart		
Class	End of Semester	Hours*
Freshman	1	8
	2	19
Sophomore	3	34
	4	51
Junior	5	68
	6	84
Senior	7	104

* Exclusive of physical education

Hours of grade D are not counted unless they are balanced by an equivalent number of hours of grade B or A.

A student who is admitted to the College with advanced standing is eligible to participate in intercollegiate sports in his first semester of residence if such student's past record, as given in his transcript, meets the requirements specified in the cumulative hour-credit chart and provided the director of athletics in the institution from which the student is transferring certifies by letter that he has no objection to such student's participation in intercollegiate athletics. Such student's eligibility will be determined by counting all credits granted on the transcript and all work registered for in the College of Arts and Sciences. A graduate of a two-year junior college is eligible during the first semester of his attendance in the College.

A student becomes ineligible after his eighth semester in attendance at college.

Eligibility at the end of any given semester is effective at twelve o'clock of the fourteenth calendar day of the succeeding semester. It remains in effect for one semester, except in the case of a student who has received I's or X's at the close of the semester. When such grades are changed on the permanent record, eligibility is redetermined.

PROBATION

A student who fails to meet the requirements specified in the cumulative hour-credit chart will be placed upon probation. Such student is eligible to participate in one activity provided the student has made a passing grade in at least twelve semester-hours, exclusive of physical education, in the preceding semester, and is currently enrolled for at least twelve semester-hours, exclusive of physical education.

CLASS RATINGS

Class rating is determined on the basis of the cumulative hour-credit chart.

CHAPEL ABSENCES

Every student is required to attend chapel each week in Metropolitan Memorial Church. A student is, however, allowed three absences each semester from the chapel service. These are meant to cover single days of illness or business engagement. A student is required to pay a fee of one dollar for each additional unexcused absence. Such fees are added to the student loan fund.

CHANGE IN PROGRAM OF STUDIES

A student's program of studies, approved at the beginning of each semester, is not subject to change except upon recommendation of the student's registration counselor and with the written approval of the Registrar. An official card required for use in changing courses may be secured in the Registrar's Office. A fee of one dollar is charged for any voluntary change made in registration after October 5 in the first semester and after February 22 in the second semester.

A course dropped without written permission of the instructor and of the registration counselor is regarded as a failure and is so recorded. Any course dropped after November 16 in the first semester or after March 22 in the second semester will be recorded as a failure. Grades of students who withdraw unofficially from the College are recorded as failures.

LIMITATION OF ENROLLMENT

The College reserves the right to limit the enrollment in any course.

WITHDRAWAL OF COURSES

The College reserves the right to withdraw any course for which fewer than five students apply.

DEADLINE ON REGISTRATION

A student is not permitted to register for any course after the beginning of the third week of the semester.

DISMISSAL

A student may be dismissed from the College at the end of any semester if in the judgment of the faculty Committee on Admissions and Probation such student's college record does not justify continuance.

COURSES TAKEN OUTSIDE THE COLLEGE

Students who are candidates for a degree from the College of Arts and Sciences may receive credit for courses taken outside the College under the following conditions:

1. The amount of credit for courses taken in the School of Social Sciences and Public Affairs of the University shall not exceed twenty semester-hours, and all courses chosen must be approved by the Dean of the College and by the chairman of the department in which the courses are to be counted.

2. Not more than three courses outside the College may be taken simultaneously.

3. Courses taken outside the College may not be counted toward the fulfillment of the residence requirement of a minimum of thirty semester-hours in the College of Arts and Sciences.

4. The last nine hours of the requirement for a degree may be taken outside the College provided the minimum residence requirement of thirty hours has previously been met.

5. No credit is given for work done by correspondence; or for work done with private tutors unless all arrangements are approved in advance.

ROSTER OF STUDENTS

The members of the student body are listed in a college directory of faculty, students, and administrative staff, published in the fall of each year.

The alumni are listed in the *Alumni Directory*. The last issue was in 1941.

PART-TIME STUDENTS AND AUDITORS

A limited number of part-time students who desire to carry less than twelve credit hours may be admitted to the College. Such students must meet the regular admission requirements and are subject to the general rules of the College regarding discipline, attendance, and the payment of fees.

Persons who desire to attend courses as auditors may be admitted upon payment of fees at the rate of ten dollars a credit-hour. No academic credit, however, is allowed for courses that are audited.

WOMEN'S GUILD

The Women's Guild of American University is an organization composed of a number of women in Washington, including members and wives of the faculty and mothers of students, who are interested in promoting the welfare of the University. It was organized in 1900. The Guild has established a \$5,000 scholarship fund for young women and has contributed generously to the furnishings of the Women's Residence Hall. The immediate objective of the Guild is to establish additional scholarships and loan funds for the young women of the College.

JUNIOR WOMEN'S GUILD

The Junior Guild of American University was organized in February, 1937, among women graduates and friends of the College residing in or near the District of Columbia. Meetings of the Guild are held on the first Thursday of each month from September to May, inclusive. The activities of the group have been extended to out-of-town alumnae through the medium of associate memberships. During the brief period of its existence the Guild has accomplished the two-fold purpose of promoting fellowship among its members and of serving the College. Through the activities of its Service Committee the Guild has presented the Women's Residence Hall with several gifts designed especially for the use of the women students of the College.

STUDENT ORGANIZATIONS

No society or association may be organized among the students without the approval of the College Council and the permission of the Faculty, and no change in the character or regulations of any society or association may be made without such permission.

A petition for permission to organize any society or association, or to effect any change in any society or association, already organized must be presented to the Faculty Committee on Student Organizations. Such petition shall give full information regarding the proposed organization or change and shall be accompanied with a copy of the constitution, and with a list of the names of students who comprise such organization.

The Faculty reserves the right to withdraw its authorization from any society or association of students whenever the well-being of the College may require such action.

Treasurers of all student organizations shall keep an accurate record of all income and of all expenditures, and shall submit their books for audit to the Faculty Auditing Committee at least three times a year and every time a new treasurer assumes office. The dates for submission of books are October 1, February 1, and May 15.

All organizations, unless officially exempted by the Dean of the College, are required to use the student comptroller for all money transactions. Money received is to be deposited with the comptroller and all bills are to be paid by him upon presentation of original bills or vouchers and properly signed requisitions.

STUDENT ENTERTAINMENTS AND SOCIAL EVENTS

Organizations or groups of students desiring to give special or public entertainments, dramatic performances, etc., must first secure permission from the Faculty Committee on Student Entertainments.

A college class or other organization or group desiring to arrange for a social gathering, either on or off the campus, must first secure permission, by petition, from the Faculty Social Committee.

Any organization or group of students desiring to use a college building or room for special events must first secure permission from the Faculty Social Committee. Dates for such events must be entered in the College Date Book in the office of the Dean of Women. Priority of entry shall prevail.

Organizations or groups using college buildings or rooms must assume full responsibility for the care of buildings and furnishings during the period involved and shall see that everything is left in its normal condition.

FRATERNITIES AND SORORITIES

The faculty and the trustees have approved the formation of fraternities and sororities in the College under certain definite regulations. The following are the most important:

1. *Constitution*.—The constitution and by-laws of any local social group must be approved by the Faculty.

2. *Eligibility*.—To be eligible to be pledged, a student must be enrolled as a regular student in the undergraduate division of the University carrying at least twelve semester-hours exclusive of physical education, and he must have made at least a D average in all of his courses in the University at the previous grade report.

To be eligible to initiation, a student must be registered for at least twelve hours of work exclusive of physical education, and he must have secured an average of C in all work for which he was registered in the preceding semester. No student shall be eligible to membership in a fraternity or sorority until he has completed at least twelve hours of academic credit in the University.

3. *Probation*.—A society will be placed upon probation at the beginning of any semester if the combined scholastic average of all members, pledges, and affiliates falls below C—that is, a grade index of 1. A society that violates any of the faculty provisions shall automatically be placed upon probation. A society placed upon probation shall be denied the right to hold any social functions during the period of probation.

4. *Finances*.—All financial accounts of societies shall be audited three times a year by the Faculty Auditing Committee. All financial ventures must be approved in advance by the Faculty Committee, and

societies are under obligation to follow all recommendations of the committee.

5. *Initiation.*—The following provisions shall obtain regarding initiation:

- a. There shall be no program of initiation that humiliates the student, that impairs or jeopardizes his physical or mental condition, that restricts his free physical movement, or that interferes with his program of studies.
- b. There shall be no vulgarity in initiation.
- c. There shall be no so-called "rough-house" initiation of any sort—public or private.
- d. All mock initiation features shall be confined to twenty-four hours between Friday noon and Saturday noon and shall not be effective in public.

6. *Social Events.*—The number of social events held each year, or semester, by any fraternity or sorority is determined by the Faculty Social Committee.

7. *Interfraternity Council.*—Matters of common interest among the social groups shall be considered by the Interfraternity Council composed of the presidents of the various groups, of the Dean of Women, and of the Dean of the College. The Dean of the College, or his appointee, shall serve as chairman of the council. Matters pertaining only to the women's group shall come before the Women's Council; to the men's group, before the Men's Council.

8. *Petitions to National Groups.*

- a. No overtures or petitions may be made or presented to a national group by a local social fraternity without the previous consent of the Faculty Committee on social fraternities.
- b. No local fraternity may present a petition to a national fraternity until the local fraternity is at least two years old.

GUIDANCE

The American University Guidance Program functions through the Personnel Council, of which the President of the University is the chairman. Frequent meetings of the Council and faculty seminars on counseling methods and procedures insure a studied pursuit of the objectives of the guidance program on the part of the faculty.

From the time the student makes his first contact with the University until he is graduated and properly located in a job with the advice of the College Placement Officer, the Assistant to the President makes it his first duty to know and serve individual needs. Diagnostic tests are judiciously administered. Cumulative personnel records of each student are carefully kept and systematically studied as a tool in guidance. Each student has a personal counselor, either selected by himself or tentatively assigned subject to change on the student's own initiative. This procedure enables a student to select a counselor in whom he has confidence. The chairman of the department in which the student is majoring automatically becomes the student's advisor on programs of study and vocational preparation.

The objective of counseling is always to develop interests and habits which will lead the student to take the responsibility for his own education and for his own symmetrical development.

STUDENT PERSONNEL PROGRAM

The College of Arts and Sciences recognizes the position that higher education is concerned with something more basic to the needs of young men and women than mere intellectual growth. It understands as its task a program for the development of the student as a whole—his economic, physical, emotional, social, moral, aesthetic, and religious development as much as the mere culture of the mind. It emphasizes "personalized relationships" in the areas of growth in the patterns of useful and constructive community life.

HEALTH

Recognizing that college students are of an age when energy and vitality are at their peak, the College health program (1) diagnoses by a complete examination the student's physical condition on admission, (2) analyzes the problems which need remedial attention, (3) suggests therapeutic programs and by follow-up examinations guides the student in habits which tend to overcome the physical defects, and (4) instructs students in principles which make for rational thinking and sound judgment in matters of health and for the adoption of adequate health practices.

The College physician, assisted by two registered nurses and a consulting staff of leading Washington physicians in medicine, surgery, ear, nose and throat, eye, skin, gynecology, orthopedics, and X-Ray, holds regular office hours in an adequately-equipped dispensary. He is available for conferences and treatment at specified hours on three

days a week. Other service than this is rendered by the family physicians upon the call of the nurse and at the expense of the student. First aid to all students is provided under the direction of the nurses.

For students who live in the residence halls on the campus and eat in the College refectory, free infirmary care, except lunches, is available for one week of each semester. Additional care is charged for at the rate of one dollar a day.

Limited hospital care at Sibley Memorial Hospital is provided for students who are injured in the regular physical education classes or in intercollegiate athletic events. Other students who need hospital care have the benefit of reduced rates at Sibley Memorial Hospital through a special arrangement made by the University.

The College physician supervises the sanitary conditions of the kitchen and regularly examines employees of the University who are concerned with the preparation of foods.

PHYSICAL EDUCATION

The program of physical education aims: (1) to provide exercise sufficient to maintain good health for active minds; (2) to give training in sports which may be enjoyed in college and in community life after graduation; and (3) to establish habits of group participation.

The foundations of the physical education program are given in the freshman, sophomore, and junior required courses in physical education, and in intramural games carried on throughout the four-year course. Instruction in personal hygiene is given at the beginning of each year by the College physicians.

Intercollegiate teams for men maintain active relationships with many of the better colleges and universities in football, basketball, tennis, and baseball. The American University is a member of the Mason and Dixon Conference and maintains eligibility standards in harmony with regulations of the Conference.

The three major sports for women in successive seasons are field hockey, basketball, and soccer. Emphasis is placed also on archery, badminton, swimming, volley ball, tennis, baseball, golf, and horse-back riding. Class competition is held in most of the sports, and several Intercollegiate Play Days are arranged during the year.

In addition to the program already outlined, the Department of Physical Education offers courses leading to the supervision of physical education in secondary schools and to community recreational leadership.

RELIGIOUS LIFE AND ACTIVITIES

The American University is a Christian institution. It affirms the humanity of man as distinct from nature on the one hand and divinity on the other. It believes that habits of personal devotion, church attendance, and participation in the moral community are habits to be encouraged and cultivated. It endeavors to develop in each of its students a philosophy of life that will manifest itself in personal conduct and in all areas of human relationship. It is the aim to maintain in the college community life an atmosphere of reverence for the ideals

and values of the best Christian traditions, and to apply them to the intellectual and social problems of contemporary life.

To further this conception of its responsibility in religious life the University has the following program:

The *College Pastor* holds regular office hours for counseling. He is also available by appointment.

Chapel Services are held once each week over a period of an hour. The Chapel Choir, under the leadership of the College director of music, sings at each service. Outstanding ministers of various denominations and Christian laymen of national reputation are invited to speak.

Sunday Evening Get-Togethers are held in the President's home. Here students, faculty, and men and women distinguished in various fields of leadership, join informally in discussions of problems of common interest.

The *Religious Board* made up of faculty and student members directs the student religious activities in the College.

The *Student Christian Fellowship* carries on a program of work that contributes to the social and spiritual welfare of the student body and furnishes opportunity for the development of religious leadership. The Fellowship has an effective part in the Orientation Program and sponsors such events as Dad's Day and Mother's Day at the College.

DISCIPLINE

The Board of Trustees, the President of the University under authority of the By-Laws of the Corporation, the Faculty, and the College Council establish regulations designed to promote the realization of the academic objectives and moral ideals of the University and to develop and maintain the morale of students as individuals and as a social group.

All students are required to sign, and all persons responsible for the payment of students' charges are required to endorse in writing, the following contract which forms a part of the matriculation record:

"I hereby expressly agree to and accept the regulations of the College of Arts and Sciences and bind myself in honor to coöperate with its faculty and administrative officers in maintaining the standards of conduct, scholarship, and loyalty which promote the welfare of The American University."

DISMISSAL

The Faculty, upon the recommendation of the Administrative Council, reserves the right to dismiss a student at any time for any reason, which in its opinion, will promote the well-being of the University. The action of the Faculty is final. The reasons for dismissal do not need to be specified, other than that the action is taken to promote the well-being of the University.

The Faculty, upon recommendation of the Administrative Council, may suspend a student or define any other appropriate form of disciplinary action which it may, in its opinion, deem necessary to the well-being of the University.

HONORS AND AWARDS IN RECOGNITION OF ACADEMIC DISTINCTION

In order to stimulate and to recognize high endeavor in scholarship and in leadership, the College has established a system of honor awards.

SEMESTER AND GRADUATION HONORS

At the close of each semester, honors are announced as follows, based upon the work of one semester only: *First Honors*—Awarded to all students of the College whose grades in fourteen or more hours averaged at least half A and half B (index 2.50); *Second Honors*—Awarded to students whose average is above B (index 2.01).

To be eligible to graduation honors a student must have completed at least sixty semester-hours' credit in the College and must have been in attendance at least two years.

Graduation honors are awarded as follows: Students whose grade index for all work taken at this college is 2.25 will be granted a degree *cum laude*; those whose grade index is 2.50, *magna cum laude*; those whose grade index is 2.75, *summa cum laude*.

DEPARTMENTAL HONORS

Departmental honors are awarded at Commencement to all members of the graduating class who have secured a minimum of twenty-four semester-hours of grade A in the major subject and at least a B average in all other courses taken in the department. Supporting hours required for the major and taken in related departments are not counted in the grade requirements. Students who achieve these honors will be graduated with distinction in the department of their major.

The following competitive prizes are open to all students:

Faculty Award.—The members of the faculty of the College of Arts and Sciences offer each year two awards of \$15 each to the two students (a man and a woman) who rank highest in scholarship for the work of the college year. In awarding this honor, the committee will take into account both the quality and the quantity of work done.

College Honor Award.—Two friends of the College have established a prize of fifty dollars to be awarded annually to that member of the senior class who during the four years of residence has made the largest contribution to the College. The name of the successful student is engraved upon the Kinsman Cup, given to the College by Dr. Delos O. Kinsman, Emeritus Professor of Economics. A three-fourths vote of the faculty is required for election.

In making the award the faculty will take into account the following groups of qualities:

1. Scholastic ability and attainments; to be eligible a student must either have a B average or rank in the first fourth of the graduating class.
2. Qualities of character, including integrity, courage, devotion to duty, sympathy, and unselfishness.

3. Qualities of leadership, including initiative, spirit of coöperation, and moral force.

4. Physical vigor, as shown by interest in sports or in other ways that make for physical well-being.

Beta Beta Beta Award.—The alumni of Beta Beta Beta, honorary biological fraternity, have established an award of fifteen dollars to be given annually to the student who has done the most significant work in the Department of Biology. The award is announced at Commencement.

Chemistry Award.—The American Institute of Chemists offers each year a student medal and a junior membership in the Institute, to that student, majoring in chemistry, who shall have attained the highest average grade in chemistry during his college course, exclusive of the final semester. The award is announced at Commencement.

Delta Gamma Award.—The District of Columbia Alumnae of Delta Gamma have established an annual award of fifteen dollars to be given at Commencement to the senior member of Delta Gamma who has made the highest academic record in her college course.

History Award.—The District of Columbia Daughters of the American Revolution have established an annual gift of fifteen dollars to be awarded to the student who submits the best essay on a topic dealing with American history from 1776 to 1789. Three typewritten copies of each essay are to be submitted by April 15 to the Chairman of the Department of History. The award is announced at Commencement.

Pan-Hellenic Council Award.—A scholarship cup is awarded annually at Commencement by the Pan-Hellenic Council to the freshman sorority woman having the highest scholastic average for the year. The cup will bear the name of the winner and will be kept in the library.

Pi Delta Epsilon Award.—Pi Delta Epsilon, honorary journalism fraternity, has given the College a silver cup, upon which is engraved each year the name of the senior who has contributed most effectively to journalism at American University.

FINANCES

The regular college year is divided into two semesters of eighteen weeks each. Financial statements are rendered directly to parents or guardians unless a request is received to send them to the student.

All college accounts for each semester are due in advance, payable at the time of registration. Students unable to pay the entire amount in advance may, upon the payment of a service charge of \$1.00, make payments as follows: one-third in cash at the time of registration; one-third on November 2; one-third on December 2. Failure to meet the deferred payments when they are due will result in cancellation of registration; reinstatement will require the payment of a five-dollar fee. Class attendance cards are issued only after the adjustment of the semester bill.

The bill for the first semester of the academic year is due not later than September 22; the bill for the second semester is due not later than February 2. Second and third payments are due March 2 and April 2.

A fee for late registration is charged if adjustment of bills is made after the dates for initial payments.

No certified transcript of the academic record will be issued for a student who has not met in full all financial obligations to the University, nor will a degree be granted to any student who has failed to settle his college bills.

FEES FOR FULL-TIME WORK

The following totals cover the tuition costs and college fees for a regular college year of two semesters. These rates apply to students registered for full-time work of twelve to seventeen credit-hours including physical education. Students carrying more than seventeen hours a semester pay an additional fee of ten dollars for each hour above seventeen.

Tuition, including all fees:

Regular College Year.....	\$345.00
First Semester.....	180.00
Second Semester.....	165.00

The amount paid each semester includes (1) a registration fee of ten dollars; (2) a College Council Fee of eight dollars the first semester and seven dollars the second semester; and (3) fees for library, health service, laboratory supplies, post office box, admission to concerts, lectures, debates, and dramatic performances sponsored by the College, and graduation (for three- or four-year students). The College Council fee is distributed by the Council for support of student publications, the Student Christian Association, class activities, the Council social program, and other student enterprises. The registration fee and the College Council fee must be paid in cash and are not refundable.

FEES FOR PART-TIME WORK

Part-time students carrying eleven credit-hours or less pay ten dollars a credit-hour each semester. The College Council fee is assessed each semester of all part-time students carrying more than one course of study.

FEES FOR AUDITORS

Persons admitted to courses as auditors pay at the rate of ten dollars a credit-hour, but do not receive academic credit.

Fees for Room and Board Each Semester

Women's Residence Hall	Hamilton House
Room alone, breakfasts and dinners. \$220.00	Room alone, breakfasts and dinners. \$200.00
Room shared, breakfasts and dinners. 190.00	Room shared, breakfasts and dinners. 185.00
	Dormitory suite, breakfasts and dinners. 175.00

MISCELLANEOUS AND SPECIAL FEES*

<i>Fee</i>	<i>Amount</i>
Absence from classes immediately before or after a holiday or a vacation period, each class.....	\$2.00
Art (Corcoran Art School).....	25.00
Change in registration.....	1.00
Examination to meet language requirement.....	3.00
Graduation fee, assessed only of students who receive degrees on the basis of less than 60 semester-hours completed in the University.....	10.00
Late adjustment of College bill.....	2.00
Late registration.....	3.00-5.00
Piano, organ, violin, and voice:	
One private lesson a week.....	40.00
Two private lessons a week.....	70.00
Practice rooms (one hour or less daily).....	5.00
Special examinations:	
For credit, each credit-hour.....	2.00
To remove condition.....	3.00
Out of schedule.....	3.00
To make up class absence.....	1.00
Special Psychological or English test (admission).....	3.00

* These fees are assessed only as they apply in particular cases.

The Trustees of the University reserve the right to make such changes in fees and other costs as any occasion may make necessary and to make such changes applicable to students at present in the University as well as to new students.

Late Registration.—A student who enters the College or who adjusts his bill after the scheduled dates will pay a fee of three dollars for late registration during the first week of the semester; a fee of five dollars will be charged for late registration after the first week of the semester.

Change in Registration.—A fee of one dollar is charged for any voluntary change made in registration after October 5 in the first semester and after February 22 in the second semester. No charge is made for changes effected by the instructor or by the administration. No courses may be entered by any student after these dates, and no credit on the semester bill will be allowed for courses dropped after these dates. No course may be dropped without being recorded as a failure after November 16 in the first semester or after March 29 in the second semester.

Transcript.—Each student, graduate or undergraduate, is entitled to one transcript of his college record without charge. For each additional transcript there is a fee of one dollar if ordered singly, or less if ordered in quantity. Transcripts of records of graduates may be issued to the students themselves or to graduate or professional schools; transcripts of records of undergraduates, however, are issued only to other institutions to which those students may desire to transfer. Transcripts will not be issued unless all obligations to the College have been paid in full.

Special Examinations.—A fee of three dollars is charged for each examination to remove a condition, for the examination in foreign language to meet the language requirement for graduation, and for an examination taken out of schedule. A fee of two dollars for each credit-hour is charged for examinations for advanced standing. A fee of one dollar is charged for each class examination missed by absence, unless the absence is excused by the Dean of the College.

REFUNDS

Since the College program is set up at the beginning of each semester with the expectation that all students who register will continue through the semester, refunds of money paid in advance on the semester account will be made only on the following basis:

a. No refunds are granted to students who make payments in installments.

b. Proportionate fees for tuition will be refunded if a student withdraws from the College because of illness, or other imperative reasons, before December 4 of the first semester, or before April 4 of the second semester. After those dates no fees for tuition will be refunded.

c. No rebate for board will be allowed for an absence of one week or less.

d. No refund is granted in cases involving dismissal.

e. Rooms in the college dormitories are engaged for a semester. In case a student gives up a room for any reason other than sickness, room rent will be charged to the end of the semester. A student obliged to withdraw because of sickness before the middle of the semester will be charged for a half semester only.

EMPLOYMENT

The College employs as many competent students as possible each semester. Previous experience and training and reliability are important considerations. Federal aid from the National Youth Administration has in recent years made possible additional employment opportunities. All working positions are available only for full-time students.

The college does not encourage students to enter who are entirely without resources. Those who are in earnest, however, and have a faculty for helping themselves can earn some part of their expenses while attending college. Although no pledge can be made to furnish work to students, aid in finding work will gladly be given.

The working positions on the campus and in the dining room and college buildings are usually assigned to students who have been in the College for one year or more. Employment opportunities for new students, therefore, are greatly limited. Besides, new students should be aware of the hazards they face in attempting to solve a difficult financial problem by means of employment. After they have become adjusted to their new environment, they are better qualified to carry an employment position along with their academic work.

No financial credit for working positions will be granted unless appointments to those positions are approved in advance by the faculty committee on student employment. Working positions are continued only if the work is done in a satisfactory manner and if the student's academic record for the semester preceding meets the requirements for full eligibility.

For students who are earning a part of their expenses by employment requiring more than twenty hours a week, nine to twelve semester-hours, not including physical education, will be regarded as maximum registration.

ACCIDENT INSURANCE

Through the Indemnity Insurance Company of North America the University has adopted a plan by which parents are guaranteed reimbursement for any medical expense that may arise from an accident in which a student is injured during the college year. This includes x-rays, hospital bills, nurses', physicians', and surgeons' fees, laboratory costs, medicines, and any other medical costs incurred as the result of an accident. Reimbursement will be made up to \$500 for each accident. The plan covers all accidents (including sports) whether sustained at college, at home, or while traveling between college and home, or wherever the student may be. Every accident, regardless of how, when, or where it occurs is included. The cost of this insurance for the college year is five dollars for each woman and ten dollars for each man. Payment is made direct to the University.

SCHOLARSHIPS AND ASSISTANTSHIPS FOR GRADUATES OF THE COLLEGE

Each year high-ranking members of the graduating class are awarded scholarships or assistantships that enable them to enter upon graduate study for an advanced degree. Applications must be sent direct to the institution concerned, usually before March 1.

Scholarship at Garrett Biblical Institute.—Garrett Biblical Institute, Evanston, Illinois, offers an annual scholarship covering cost of tuition and of other fees and of room, to a graduate of the College who enrolls in the Institute. Application should be made to President Horace G. Smith.

Scholarships at the American University Graduate School.—Four scholarships are awarded each year to graduates of the College by the Graduate Division of the American University School of Social Science and Public Affairs. Application should be made to the Scholarship committee of the School not later than April 1.

THE RESIDENCE HALLS

Hamilton House, the first section of the men's quadrangle, contains single and double and dormitory rooms, with accommodations for fifty men. Rooms are furnished with single beds, mattresses, pillows, dressers, desks, chairs, and window curtains. All other furnishings, including rugs, blankets, sheets, pillow cases, and towels, are supplied by the student. Blankets, sheets, towels, etc., should be marked with the name of the owner.

The Women's Residence Hall contains single and double rooms with accommodations for one hundred women. Rooms are furnished with single beds, bed spreads, mattresses, pillows, dressers, tables, chairs, venetian blinds, and rugs. All other bedding and furnishings must be supplied by the occupants and must be marked with the name of the owner. Each room is supplied with hot and cold running water.

THE DINING ROOM

Men and women dine together in the College Dining Room located on the ground floor of the Women's Residence Hall. The preparation of meals is under the supervision of a well-trained and experienced dietician. All students living in College buildings are required to take their meals in the College Dining Room. The regular charge for board covers only breakfasts and dinners; luncheons, served cafeteria style, are extra.

SUPPLY STORE AND POST OFFICE

The College maintains for the convenience of students a supply store, where they may obtain books, paper, and other necessary materials for their college work, and where orders may be given for articles needed though not carried in stock. An agency for laundry work and for dry-cleaning and pressing is maintained in the store. The store is located on the lower floor of Hurst Hall.

Located in the Students' Supply Store is a United States Post Office, where the usual postal transactions may be made. The College mail is received here and is distributed to students through individual combination lock-boxes.

RESIDENCE HALL SEASONS

The residence halls are open to new students the day of registration for the orientation program in September, and to former students on the Monday following. The halls are closed to students during the Christmas and Easter vacations. Students remaining in Washington during holiday periods will be assisted in arranging accommodations by the Business Manager.

LOANS

In order to meet emergency financial needs, students who have proved themselves worthy are eligible to borrow limited amounts from certain established funds as listed below. These funds are not available to freshmen during their first semester's residence in the College. Each borrower signs a promissory note that must bear the endorsement of some financially responsible person. All loans become due in part the first year following the borrower's graduation or withdrawal from the College. To qualify for a loan, a student must maintain at least a C average.

Students who receive loans from any college fund agree not to undertake graduate or professional study or to transfer to any other educational institution (except with written approval of the College) until all such outstanding obligations are paid in full.

The Ida Letts Educational Fund.—The late John C. Letts, former President of the Board of Trustees, established a loan fund for men in honor of his wife. The fund, amounting to \$60,000, is held in trust by the University, and the income derived from it is used as a loan fund for men of the College who may need financial assistance in completing their college course. Applications for loans from this fund must be made to the Bursar of the College and must be approved in advance by the committee of the trustees appointed to administer the fund. Each borrower signs a promissory note bearing 2 per cent interest while he is in college and 6 per cent after his graduation. Loans granted for one year only in college are due the year following graduation; proportional payment on all other loans is due annually after the borrower's leaving college.

The William V. Long Fund.—Mr. William V. Long, of Philadelphia, has established a loan fund for junior and senior women in the College. Applications for loans from this fund must be made to the Dean of the College. Loans carry 4 per cent interest from date and are payable within one year after the borrower's graduation; if not paid when due, loans carry thereafter 6 per cent interest.

The Student Loan Fund of the Methodist Church.—A limited number of worthy students, members of the Methodist Church, may secure loans from the Student Loan Fund administered by the Board of Education of that Church. Christian character, satisfactory scholarship, promise of usefulness, financial responsibility, and the recommendation of the church to which the applicant belongs are essential to a loan. Each borrower must sign an interest-bearing promissory note endorsed by some financially responsible person. Detailed information may be secured from the Bursar of the College, who receives applications for loans from this fund.

The Women's Guild Loan Fund.—The Women's Guild of American University has a small loan fund available for junior and senior women in the College. Loans, bearing 3 per cent interest are made by a committee of the Guild through the Dean's Office.

The Class of '38 Loan Fund.—The Class of 1938 gave as a class gift to the College a fund of \$300 to be used as a special short-term loan fund for full-time students in the College of Arts and Sciences with at least a C average. Loans are available only in small amounts for thirty days, and may not be renewed. An interval of one month must elapse between the payment of a loan and the granting of a new one.

The Masonic Loan Fund.—The Grand Commandery Knights Templar of the District of Columbia and of the various States in the Union maintains an educational loan fund for college men and women who are sons or daughters of members of the Masonic Order. Applications should be made to the committee of the State in which the student resides.

The P. E. O. Society Loan Fund.—The P. E. O. Society, a national organization of women devoted to educational and benevolent enterprises, maintains an educational fund for the aid of young women in college. Application should be made to some local chapter of this organization.

STUDENT AID

It is the policy of the University to assist each year a limited number of qualified students by scholarships, grants-in-aid, loans, and employment. Unusual demands are made each year upon the limited scholarship funds of the University and for college working positions. Not all requests can be taken care of. The committees in charge endeavor to administer equitably available funds and employment opportunities, keeping in mind the need of individual students and distributing aid to as many deserving students as possible. The University, therefore,

is in full accord with the following statement recently adopted by the Association of College Representatives:

"We solicit the coöperation of parents and secondary school officials in discouraging persons who do not need financial aid from competing with needy students for the use of scholarship funds. To be elected an honor scholar is the rightful ambition of any student irrespective of financial status, but to expect financial consideration when such is not needed is to request the college to take from a worthy and needy student his opportunity to attend college."

In making the awards or assignments the committees lay great stress upon (1) scholastic achievement in high school and college; (2) financial need; (3) ability to contribute constructively to college life; and (4) satisfactory character references.

CREDITS ON TUITION

All credits on tuition or on other expenses, whether in the form of scholarships, rebates, reductions, grants-in-aid, or work, are granted for one semester only (except first scholarship awards to freshmen and junior college graduates, which are for one year) and are renewable only if the student meets the stipulated scholastic requirements.

All financial credits and college working positions will automatically be withdrawn from students who are placed on probation or under discipline, or who do not live in complete harmony with the aims and regulations of the University, or who become disturbing factors in the life or the conduct of the institution.

Children of clergymen are allowed a credit of \$12.50 each semester toward tuition fees. Deaconesses and local preachers who have engaged in religious work are allowed a credit of \$12.50 each semester, provided they definitely intend to continue religious work as a vocation after graduation; for the tuition thus deferred the student signs a promissory note, which becomes payable if another vocation is followed. Two or more children of the same family in attendance during the same semester are each granted a special credit of \$12.50 a semester toward tuition fees. All credit is determined on the basis of full-time work; a student who registers for less than twelve hours does not receive the benefit of a reduction. These special reductions are not granted to holders of scholarships; they will be doubled if the students board and room in college dormitories; and they will be continued only if the student's grade average is above C for his college work of the preceding semester.

SCHOLARSHIPS AND GRANTS-IN-AID

Scholarships are granted only to students of high scholastic attainment. Awards range from \$50 to \$125 a semester depending upon funds available and the need and the qualifications of the applicant.

Grants-in-Aid are given to deserving students who do not meet the high scholastic level required of those awarded scholarships. A previous scholastic record of at least a C average is necessary for a

grant-in-aid. The amount of a grant-in-aid ranges from \$25 to \$50 a semester depending upon funds available and the need and the qualifications of the applicant.

Students awarded scholarships or grants-in-aid are not granted the special reductions in tuition mentioned on p. 95. They must register for full-time work each semester, and they must board and room on the campus if space is available unless, as permanent residents of the Washington area, they live at home with their parents. They may be called upon for clerical or office work not to exceed two hours a week.

Scholarships are awarded and renewed as follows:

1. The first award is for a period of one year—two semesters.
2. After the first year, all scholarships are renewable by semesters. The requirement is a grade average of at least half B and half C (index 1.50) on the work of the preceding semester.
3. No scholarship award may be held for more than eight semesters.

The following scholarships are available to properly qualified students:

Foundation Scholarships.—In recognition of the founding of the College, the Trustees have established thirty Foundation State Scholarships to be awarded annually to graduates of accredited secondary schools. Applications must be received not later than April 15.

The *Iowa* Scholarship was endowed by the late John C. Letts, former President of the Board of Trustees, in honor of his daughter Catherine. The *Kansas* Scholarship also was endowed by Mr. Letts in honor of his daughter Minnie. The *Missouri* Scholarship was endowed by Mrs. Nannie C. Lucas as the John H. and Nannie C. Lucas Memorial Scholarship. The *Maryland* Scholarship was endowed by the late Mr. Charles A. Norwood, of Frederick. Several other state scholarships are endowed in part.

Seminary Scholarships.—Each of the accredited secondary schools related to the Methodist Church has been granted an annual scholarship. The award is made by the College upon recommendation of the faculties of the seminaries. At the time of the award the scholarship committee will announce one alternate for each winner. No other applicants will be eligible to an award, and alternates will not be effective after September first. Applications must be received not later than April 15.

The Women's Guild Scholarship.—The Women's Guild of the American University has endowed a scholarship to be awarded every four years to some young woman who enters the freshman class. Applications must be received not later than April 15.

District of Columbia Scholarships.—Four \$250 scholarships and ten \$150 scholarships are available annually for graduates of high schools in the District of Columbia. These are awarded in open competition without reference to the schools attended by the candidates. Applications should be made direct to the Committee on Scholarships not later than March 1. At the time of the award, the scholarship committee will announce four alternates in addition to the winners. No

other applicants will be eligible to an award, and alternates will not be eligible after September first.

Maryland-Virginia Scholarships.—Six \$150 scholarships are available annually for graduates of high schools located near the city of Washington. These are awarded in open competition without reference to the schools attended by the candidates. Applications should be made direct to the Committee on Scholarships not later than March 1. At the time of the award, the scholarship committee will announce three alternates in addition to the winners. No other applicants will be eligible to an award, and alternates will not be eligible after September first.

National Capital Scholarships.—In recognition of the unique educational advantages offered by the national capital and desiring to extend the service of the University, the Trustees have established twenty-five competitive scholarships open to graduates of accredited junior colleges. Applications must be received not later than March 30. Each scholarship carries a credit of \$100 a semester on the college bill.

The Hugh A. and Maggie Thompson Legg Scholarship.—This scholarship was endowed by the late Hugh A. Legg, of Stevensville, Maryland. It has a value of \$250 and is awarded annually to a resident of Queen Anne's County, Maryland. Nominations for the ensuing year are made by Mrs. James W. Rowe, of Baltimore, Maryland, not later than February 15.

The Reverend George W. Townsend Memorial Fund.—The income from this fund of \$5,000 established by the Reverend George W. Townsend, of Ridley Park, Pennsylvania, is used to aid students preparing for the ministry of the Methodist Church.

STUDENT ACTIVITIES

The College recognizes student activities as an organic part of the educational program. Habits of purposeful participation and of individual and group responsibility are developed through organizations whose objectives have real significance.

ACADEMIC SOCIETIES

The *International Relations Club* is a national honorary political science fraternity sponsored by the Carnegie Endowment for International Peace. Membership in the Club is limited to not more than fifteen students of high scholastic standing who are especially interested in international affairs. Books and current publications, provided by the Endowment, are placed on a reserve shelf in the College library.

Language Clubs promote interest in classroom work by informal association and language tables.

(a) The French Club fosters an interest in French life and customs and affords opportunity for speaking the language. French students who have had two years of high-school French, or the equivalent, are eligible to membership.

(b) The German Club, known as *Der Deutsche Literarische Verein*, promotes an interest in German culture, songs, and music. It is affiliated with the Interscholastic Federation of German Clubs.

(c) The Spanish Club is concerned with the study and appreciation of the traditions, the art, the life, and the literature of Spain and of the nations of Hispanic origin. Membership is open to students who have completed at least one year's study in Spanish.

The *Poetry Club*, known as Omicron Epsilon Pi, is an association of students interested in the reading and writing of poetry. Membership may be secured by submitting a specimen of original poetry to the members of the Club for approval. The Club occasionally publishes a booklet of verse known as *The Loom*.

ATHLETIC ASSOCIATIONS

The "A" Club is a group of college men who have been awarded letters for participation in major sports. The Club promotes athletic activities and coöperates with the Department of Physical Education in the supervision of the men's lounge in the gymnasium.

The *Women's Athletic Association* promotes sportsmanship and fellowship among the women of the College. It encourages active participation in the various sports.

DEBATE AND SPEECH

Debating is given especial emphasis in the College with ten per cent of the student body participating. In intercollegiate debating The American University has won a place of esteem among the leading

institutions. Qualifying freshmen engage in annual contests with local high schools and other colleges. Sophomores, juniors, and seniors are eligible to try out for Varsity Debate Squads. The annual schedule of debates includes such institutions as the University of Pennsylvania, Swarthmore, Ohio Wesleyan, and New York University.

The *Students Speakers Bureau* provides community clubs and organizations in Washington and vicinity with competent student speakers. In this way students have speech experience before real audiences. The activities of the Bureau include all types of public discussion, symposiums, open forums, debates, lectures, and radio programs.

DRAMATICS

The *College Theater* presents a number of dramatic performances each year. Students who enroll for this work constitute a regular class each semester, and at the discretion of the director may receive credit in proportion to work done.

LOCAL HONOR SOCIETIES

The *College Honor Society* recognizes superior achievement and ability in broad and sound scholarship rather than in the mere accumulation of grades and credits. Seniors are elected to membership at the beginning of each semester and at the close of the academic year. Faculty members of Phi Beta Kappa or Sigma Xi are members of the Society.

Cap and Gown is an association of women elected each spring from the junior class on the basis of scholarship, leadership, and service.

Dramat is the honorary dramatic society. Its members include those students who have actively participated in the College Theater to the extent of seventy-five hours during any one college year.

NATIONAL HONOR SOCIETIES

Beta Beta Beta is a scientific society, the members of which are students of distinction in the field of biology.

Delta Sigma Rho recognizes in its membership debaters who have been members of the varsity squad for at least two years and who have participated in at least one intercollegiate debate in each of these years with a total of at least three debates. Candidates for membership must, in addition, have a scholarship point average of 1.5.

Pi Delta Epsilon is the national honorary journalism fraternity. Its members are students who have achieved distinction in the editing and management of student publications.

Pi Gamma Mu is a social science fraternity. Membership is open to students who have academic records of distinction in a major in economics, history, political science, or sociology.

Omicron Delta Kappa recognizes outstanding qualities of leadership among men as demonstrated by participation in extra-curricular activities and sustained by scholarship and character. Juniors and seniors must rank in the upper third of the class to be eligible to membership.

MUSIC

The *Chapel Choir* sings each week at the Chapel Service in Metropolitan Memorial.

Glee Clubs for men and women are organized as the College Choral Society. Several concerts are given in Washington each year and an annual tour is made.

PUBLICATIONS

The *American Eagle* is the weekly college newspaper. It is under the direction of the Publications Board composed of faculty and student representatives.

The *Aucola* is the college annual. It is issued each spring through the coöperation of all four classes.

RELIGIOUS

The *Student Christian Fellowship* brings the resources of religion to bear upon the solution of student problems and the problems of society through discussion groups, addresses, and weekend conferences. The Fellowship takes an active part in Freshman Orientation Week, sponsors Sunrise Services on Easter, plans Christmas programs, and is responsible for Dads' and Mothers' Day activities.

STUDENT GOVERNMENT

The *College Council* is an organization composed of representatives of the four college classes, the faculty, and the administration. It directs the extra-curricular activities through student-faculty boards and coördinates the interests of the College.

Hamilton House Association is the organization of men living in Hamilton House. The men share with the Master of Hamilton House the responsibility of promoting and maintaining the best interests of the group.

The *Student Comptroller* is the central financial officer of student activities. He receives the proceeds of the College Council Fee at the beginning of each semester and credits these funds to the various campus organizations, as determined by the College Council. He receives all fees collected by student organizations, classes, and clubs, and all proceeds from dances and other student-sponsored events; he makes disbursements of funds upon the presentation of proper vouchers. The Comptroller, usually a student in business administration, is under bond and works in close coöperation with the Faculty Auditing Committee.

The *Student Government Association* is an organization including all the students in the College. The purpose of the Association is to organize the students of the College so that the problems involving the entire group may be given adequate consideration. The Association encourages student activities, fosters college spirit, contributes to tradition, and promotes coöperation between the students and the faculty.

Women's House Government is an organization of the women in residence to the end that they may assume responsibility for their own group life and promote and maintain the best interests of their Hall.

HONORS AND AWARDS

SEMESTER HONORS

June, 1941

First Honors—John Abbadessa, Constance Barrows, Paul Berry, Addison Clay, Frances Cruikshank, Mary Curry, Ilse Engel, Frances Hill, Edgar Keller, Pauline Manning, Elizabeth Mathews, Harry Newby, Daisy Posniak, Sarah Anne Rapp, Eloise Swick.

Second Honors—Betty Adams, Walter Barkdull, Richard Barnes, Marjorie Bumgarner, Adelaide Bushong, Latimer Evans, Felicia Glassner, Sue Horton, Charles Ingalls, Charles Johnson, Carol Kennedy, Mary Janet Kenyon, Harold Landsman, Richard Marsh, Edith Olsen, Maurice Posada, Ralph Randall, Barthonehue Reese, Mary Sanders, Belle Simon, Albert Strang, Caroline Sulzer, Jacqueline Waldron, Katharine Walter, Nancy Warner, Yvonne Werner, Catherine Wilkie, Beatrice Wyman, Vivian Yeager.

AWARDS

College Honor Award—Sarah Anne Rapp.

Faculty Awards—Elizabeth Mathews, Class of '42, and Harry Newby, Class of '42.

History Award—Frances Hill, Class of '41.

Pan-Hellenic Council Award.—Yvonne Werner.

Pi Delta Epsilon Award—Adelaide Bushong.

Beta Beta Beta Alumni Award—Harold Landsman.

Delta Gamma Alumnae Award—Mary Curry.

The American Institute of Chemistry Award—Latimer Evans.

COLLEGE HONOR SOCIETY

1940-41—Addison Clay, Frances Cruikshank, Charles Davidson, Latimer Evans, Frances Hill, Elizabeth Mathews, Sarah Anne Rapp, Eloise Swick, Nancy Warner.

1941-42—Ilse Engel, Edgar Keller, Harry Newby.

COLLEGE CHAPEL

1941

- | | |
|-------------|---|
| January 8 | Reverend W. H. Denney, Director of Young People's Work, Coventry-First Presbyterian Church. |
| January 15 | Reverend E. H. Pruden, Pastor of First Baptist Church. |
| February 5 | Reverend E. Stanley Jones, Missionary from India. |
| February 12 | Dr. Ernest S. Griffith, Chief of Legislative Reference Division, Library of Congress. |
| February 19 | Reverend Fred S. Buschmeyer, Pastor of Mount Pleasant Congregational Church. |
| February 26 | Reverend Robin Gould, Pastor of Frances Asbury Methodist Church. |
| March 5 | Reverend W. C. Delaplain, Pastor of Parkside Methodist Church, Baltimore, Maryland. |
| March 12 | Reverend H. R. Deal, Pastor of Lewis Memorial Methodist Church. |
| March 19 | Rabbi Norman Gerstenfeld, Reformed Temple. |
| March 26 | Reverend J. Lowrey Fendrich, Pastor of Metropolitan Presbyterian Church. |
| April 9 | Reverend C. Leslie Glenn, Minister of St. John's Episcopal Church. |
| April 23 | Student Christian Association of The American University. |
| April 30 | Reverend J. H. Hollister, Pastor of Chevy Chase Presbyterian Church. |
| May 7 | Reverend John W. Rustin, Pastor of Mount Vernon Place Methodist Church. |

- May 14 Senior Chapel: Reverend Charles B. Foelsch, Minister of Luther Place Memorial Church
- May 31 Baccalaureate Sunday: President Paul F. Douglass, The American University.
- September 24 Opening Convocation: Bishop A. W. Leonard, Washington Area, Methodist Church.
- October 1 Reverend Edward G. Latch, Pastor of Metropolitan Memorial Methodist Church.
- October 8 Reverend J. Lowrey Fendrich, Pastor of Metropolitan Presbyterian Church.
- October 15 Reverend William S. Abernethy, Pastor of Calvary Baptist Church.
- October 29 Reverend Nelson Pierce, Secretary to the Honorable Knute Hill, Congressman from the State of Washington.
- November 5 Reverend John W. Rustin, Pastor of Mount Vernon Place Methodist Church.
- November 12 Reverend J. Luther Neff, Pastor of Calvary Methodist Church, Annapolis, Maryland.
- November 19 Reverend Paul Yinger, Minister of the Cleveland Park Congregational Church.
- November 26 Reverend Armand Eyler, Minister of St. Margaret's Episcopal Church.
- December 3 Reverend William A. Keese, Pastor of Grace Methodist Church, Baltimore, Maryland.
- December 10 President Paul F. Douglass.
- December 17 Dr. Charles Seymour, Curator of Sculpture, National Gallery of Art.

PUBLIC AND SOCIAL OCCASIONS

1941

- January 10 —Junior Class Dance
- January 14 —College Forum Broadcast
- January 16 —Debate—American University and Georgetown University
- January 17 —Debate—American University and Swarthmore College
- February 3 —Debate—American University and Boston University
- February 4 —Debate—American University and Marquette University
- February 13 —Debate—American University and West Virginia University
- February 14 —Senior Class Dance
Debate—American University and Virginia State Teachers College
- February 20 —Debate—American University and Pennsylvania State College
- February 23 —Lecture by Dr. Egon Ranshofen-Wertheimer, visiting Professor of International Affairs, "The Fall of France."
- March 3 —Debate—American University and University of Florida
- March 8 —Alumni Rally
- March 10 —Debate—American University and State Teachers College, Cape Girardeau, Missouri
- March 20 —Glee Club Radio Broadcast
- March 21 —Sophomore Class Dance
- March 22 —College Honor Society Luncheon
- March 25 —Song Fest—Radio Broadcast
- April 13 —Easter Sunrise Service
- April 15 —Pan-American Day Program
- April 16 —Campus Day

- April 17 —Glee Club Concert—Harrisburg, Pennsylvania
- April 18 —Debate—American University and College of Wooster
Junior Promenade
- April 19 —Regional Convention of Beta Beta Beta, National
Biology Honorary Fraternity
- April 26 —Freshman Class Dance
- April 28 —American University Art Exhibit
- April 30 —Glee Club Concert
- May 5 —Glee Club Banquet
- May 7 —Glee Club Recital—Union Methodist Church
- May 9 —Debate Banquet—Speaker, President Paul F. Douglass
- May 11 —Mother's Day
- May 13 —Athletic Club Banquet—Speaker, Mr. Frank Dobson
- May 14 —Senior Chapel
- May 15 —Glee Club Concert at Wilmington, Delaware
- May 16 —Annual Shakespeare Play—"Twelfth Night"
- May 31 —Alumni Luncheon
- June 1 —Baccalaureate Sunday
- June 2 —Commencement
- October 10 —Installation of Dr. Paul F. Douglass as President of The
American University
- October 11 —Alumni Banquet—All-College Dance
- October 12 —Dad's Day
- October 18 —Homecoming Day—All-College Dance
- October 31 —Pan-Hellenic Tea
- November 19—Thanksgiving Sunrise Service
- November 29—American University Fund Entertainment
- December 9 —Formal Christmas Dinner
- December 12 —Inter-Fraternity Promenade
- December 17 —Christmas Candlelight Service

OFFICERS OF THE UNIVERSITY

Paul F. Douglass, B.A., M.A., LL.B., Ph.D., President of the University and Director of the School of Social Sciences and Public Affairs.

Dayton Ernest McClain, B.S., M.A., S.T.B., Ph.D., LL.D., Vice-President.

George B. Woods, B.A., M.A., Ph.D., Dean of the College of Arts and Sciences.

James J. Robbins, B.A., M.A., Ph.D., Dean of the Graduate Division, School of Social Sciences and Public Affairs.

Harry W. Ketchum, B.A., M.B.A., Dean of the Undergraduate Division, School of Social Sciences and Public Affairs.

Edward William Engel, B.S., M.A., Ph.D., Registrar of the College of Arts and Sciences.

Hazel H. Feagans, B.A., B.E., M.A., Registrar of the School of Social Sciences and Public Affairs.

Herbert E. Walter, Business Manager and Treasurer.

ADMINISTRATIVE STAFF—COLLEGE OF ARTS AND SCIENCES

Office of the President

Paul F. Douglass, B.A., M.A., LL.B., Ph.D., President of the University.

Edward William Engel, B.S., M.A., Ph.D., Administrative Assistant to the President.

D. Stewart Patterson, Assistant to the President.

Edward G. Latch, B.A., M.A., B.D., University Pastor.

Irving A. Spalding, Jr., B.A., Director of Public Relations.

Margaret B. Walker, B.A., Secretary to the President.

Lucius C. Clark, B.A., S.T.B., D.D., Chancellor Emeritus.

Albert Osborn, B.D., S.T.D., University Historian.

Office of the Business Manager

Herbert E. Walter, Business Manager.

G. Stanley Rauch, B.S., Assistant Business Manager.

Marion Galbraith, B.S., Secretary to the Business Manager.

Marion Morehouse, Bursar.

Jane Esterline, B.A., Accountant.

Wendell Williams, Comptroller of College Council Funds

Maxine Bailey, Assistant

Katherine Keene, B.M., Executive Housekeeper
Emma Fandrich, Dietician
C. W. Barnsley, Superintendent of Buildings and Grounds.

Office of the Dean

George B. Woods, B.A., M.A., Ph.D., Dean of the College.
Mary Louise Brown, B.A., M.A., Dean of Women.
Priscilla Howe, B.A., Secretary to the Deans.
Ernestine Hudson, Typist.

Office of the Registrar

Edward William Engel, B.S., M.A., Ph.D., Registrar and Director of Admissions.
Rita M. Lentz, B.A., Assistant Registrar.
Adelaide Bushong, B.A., Associate Director of Public Relations.

Student Residence Department

Margery Miller, B.A., M.A., Assistant Dean of Women.
Helen Zentmyer, B.A., M.A., Diplôme d'études français, es Tutor
Richard C. Snyder, B.A., M.A., Master of Hamilton House.

Library

Irma A. Zink, B.A., B.S. in L.S., Librarian.
Elizabeth White, B.A. in L.S., Assistant Librarian.
Robert Crane, B.A., Graduate Assistant.
Lewis Ortega, B.A., Graduate Assistant.

Department of Student Health

Karl Dortzbach, B.A., M.D., College Physician.
Ruth Cooley, R.N., College Nurse.
Wilhelmina Goudelock, R.N., College Nurse.

Office of the Alumni Council

Chester Carter, President.
Mary Jane Stewart, Vice-President.
Warren Colison, Treasurer.
Frances Wiseman, Secretary.
D. Stewart Patterson, Campus Alumni Representative.
Margaret Vosburgh, Clerk.

Administrative Councils and Committees

Administrative Council: Dr. Woods (*Chairman*), Dr. Douglass, Dr. Engel (*Secretary*), Miss Brown, Dr. Shenton, Dr. Holton, Dr. Potorf, Dr. Dennis, and Mr. Walter.

Admissions and Probation: Dr. Engel (*Chairman*), Dr. Woods, and Dr. Potorf.

Athletics: Dr. Engel (*Chairman*), Dr. Potorf, and Dr. Dennis.

College Council: Dr. Engel, Dr. Woods, Miss Brown, Dr. Bentley, Dr. Holton, Dr. Potorf, and Dr. Batchelder.

Curriculum and Scholarship: Dr. Engel, Dr. Smith, and Mr. Mook.

Discipline: Dr. Woods (*Chairman*), Miss Brown, Dr. Bentley, Dr. Potorf, and Dr. Dennis.

Faculty Welfare: Dr. Engel, Dr. Woods, Dr. Shenton, Dr. Potorf, Dr. Holton, and Dr. Dennis.

Grounds and Buildings: Dr. Shenton (*Chairman*), and Dr. Holton.

Hamilton House Council: Dr. Potorf (*Chairman*), Dr. Douglass, Dr. Engel, Mr. Spalding, Mr. Cassell, Mr. Walter, and Mr. Snyder (*Secretary*).

Library: Dr. Shenton (*Chairman*), Dr. Leineweber, Dr. Ferguson, Dr. Batchelder, and Dr. Smith.

Memorial: Miss Brown (*Chairman*), and Miss Olds.

Orientation: Dr. Woods (*Chairman*), Miss Brown, Dr. Shenton, Dr. Dennis, and Mr. Cassell.

Personnel Council: Dr. Douglass (*Chairman*), Dr. Engel, Dr. Woods, Miss Brown, Dr. Bentley, Dr. Ferguson, Dr. Dennis, Mr. Cassell, Mr. Mook, Miss Miller, Miss Zentmyer, and Miss Lentz (*Secretary*).

Petitions and Organizations: Dr. Holton (*Chairman*), Mr. Mook, and Mr. Nuelsen.

Registration and Schedule: Dr. Woods (*Chairman*), Dr. Engel, Dr. Shenton, and Miss Lentz.

Religious Activities and Public Entertainments: Dr. Potorf (*Chairman*), Dr. Bentley, Mr. Slover, and Mr. McLain.

Scholarships, Honors, and Prizes: Dr. Woods (*Chairman*), Dr. Engel, and Miss Brown.

Social Activities: Miss Brown (*Chairman*), Dr. Holton, Mr. Cassell, Miss Snodgrass, and Mr. Newgord.

Social Fraternities: Dr. Woods (*Chairman*), Miss Brown, and Dr. Shenton.

Student Publications: Dr. Batchelder (*Chairman*), Dr. Shenton, and Dr. Clark.

Women's Residence Hall Council: Miss Brown (*Chairman*), Dr. Douglass, Dr. Woods, Dr. Engel, Miss Miller (*Secretary*), Miss Zentmyer, Mrs. Keene, and Mrs. Fandrich.

THE CORPORATION

Established by Act of the Congress of the United States of America
February 24, 1893

BISHOP ADNA WRIGHT LEONARD.....Chairman
EDWARD F. COLLADAY.....Vice-Chairman
HARRY W. BURGAN.....Secretary

Appointive Officer

MARGARET B. WALKER.....Clerk

Term Expires 1943

OSCAR F. BLACKWELDER, *Pastor*, Church of the Reformation, Washington, D. C.

JOSEPHUS DANIELS, *Publisher*, Raleigh News and Observer, Raleigh, North Carolina.

HARRY H. FLEMMING, *Judge*, Surrogate's Court, Ulster County, 22 Ferry Street, Kingston, New York.

IVAN LEE HOLT, *Bishop* of the Methodist Church, 1910 Main Street, Dallas, Texas.

EDGAR C. BEERY, *Pastor*, Emory Methodist Church, Washington, D. C.

JOY ELMER MORGAN, *Editor*, Journal of the National Education Association, 1201 Sixteenth Street, Washington, D. C.

JAMES C. NICHOLSON, *Clergyman*, Windsor Court Apartments, Baltimore, Maryland.

JOHN G. TOWNSEND, JR., *United States Senator*, State of Delaware, Selbyville, Delaware.

Term Expires 1945

LAWRENCE APPELEY, *Vice-President*, Vicks Company, and Director of Training, Socony-Vacuum Oil Company of New York, Glen Ridge, New Jersey.

PHILIP MARSHALL BROWN, *President*, American Peace Society, 734 Jackson Place, Washington, D. C.

HARRY WILSON BURGAN, *Pastor*, Hamline Methodist Church, Sixteenth and Allison Streets, Washington, D. C.

EDWARD F. COLLADAY, *Attorney*, General Counsel, Washington Board of Trade; Trust Officer, Second National Bank; 1331-33 G Street, Washington, D. C.

HORACE E. CROMER, *Superintendent*, East Washington District, Methodist Church, 100 Maryland Avenue, N. E., Washington, D. C.

WARREN E. EMLEY, *Chief*, Division of Agricultural Chemistry, United States Bureau of Standards, Washington, D. C.

J. PHELPS HAND, *Pastor*, Walbrook Methodist Church, Baltimore, Maryland.

- A. C. HOUGHTON, *President*, E. Quincy Smith Real Estate Loans and Insurance Company, 909 Fifteenth Street, Washington, D. C.
- SAMUEL H. KAUFFMAN, *Business Manager*, The Evening Star, Evening Star Building, Washington, D. C.
- EDGAR MORRIS, *President*, Edgar Morris Sales Company, 712 Thirteenth Street, Washington, D. C.
- WILLIAM W. PEELE, *Bishop* of the Methodist Church, Hotel Jefferson, Richmond, Va.
- RALPH D. SMITH, *Pastor*, Woodside Methodist Church, Silver Spring, Maryland.
- ARTHUR T. VANDERBILT, *Attorney*, 744 Broad Street, Newark, New Jersey.
- EDWIN HOLT HUGHES, *Bishop*, Methodist Church, 1869 Wyoming Avenue, Washington, D. C.

Term Expires 1947

- F. MURRAY BENSON, *Attorney*, City Hall, Baltimore, Maryland.
- HOWARD BOOHER, *Attorney*, 1626 K Street, Washington, D. C.
- LOUIS BROWNLOW, *Director*, Public Administration Clearing House, 1413 East 60th Street, Chicago, Illinois.
- WADE H. COOPER, *University Club*, Washington, D. C.
- PAUL B. CROMELIN, *Attorney*, National Press Building, Washington, D. C.
- JOHN R. EDWARDS, *Superintendent*, West Washington District, Methodist Church, 100 Maryland Avenue, N. E., Washington, D. C.
- J. S. GRUVER, *Realtor*, Woodward Building, Washington, D. C.
- W. KENNETH HOOVER,¹ *Assistant Chief*, Record Control and Communications Section, Soil Conservation Service, United States Department of Agriculture, Washington, D. C.
- HOWARD W. JACKSON, *Mayor*, City Hall, Baltimore, Maryland.
- MRS. JOHN F. KEATOR, The Oak Road and School House Lane, Philadelphia, Pennsylvania.
- ADNA WRIGHT LEONARD, *Bishop* of the Methodist Church, 100 Maryland Avenue, N. E., Washington, D. C.
- ROBERT M. LESTER, *Secretary*, Carnegie Corporation of New York, 522 Fifth Avenue, New York.
- BENJAMIN W. MEEKS, *Pastor*, Methodist Church, 131 West Second Street, Frederick, Maryland.
- E. BARRETT PRETTYMAN, *Attorney, President*, District of Columbia Bar Association, 822 Connecticut Avenue, Washington, D. C.
- ROLAND RICE¹, *Legal Counsel*, American Trucking Association, 1424 Sixteenth Street, Washington, D. C.
- DANIEL C. ROPER, *Lawyer*, Tower Bldg., Washington, D. C.
- GEORGE C. WILLIAMS, *Certified Public Accountant* with John D. Rockefeller, Jr., 30 Rockefeller Plaza, New York.

¹ Nominated by the Alumni of the College of Arts and Sciences.

SCHOOL OF SOCIAL SCIENCES AND PUBLIC AFFAIRS

The School of Social Sciences and Public Affairs of The American University, located in the government area in downtown Washington, provides graduate and undergraduate instruction for employees of the federal government and for full-time students who plan to enter the government service or other fields of administration. Classes are held in the evening hours in order that students may continue their educational programs while employed, or take advantage of the rich resources for special study and research which are available during the day.

Through individual counseling, programs of study are developed within the frame work of requirements leading to the degrees of Associate in Administration, Bachelor of Science in Administration, Master of Arts, and Doctor of Philosophy. All programs involve a combination of broad, basic, foundational studies and advanced specialized or technical work with emphasis directed in accordance with the student's background, experience, current interests, and objectives.

The School has drawn upon the government's authoritative experts and other specialists available in Washington to assist its full-time faculty both in the preparation and instruction of its courses, and in the provision of student consultation and guidance. Associated with the University in this connection are experts representing almost every agency of government and phase of administration.

For additional information, address:

The Director
The School of Social Sciences and Public Affairs
1901 F St., N. W.,
Washington, D. C.

Publications Relating To The College Program

The American University publishes a number of other bulletins and leaflets describing general and special phases of the College program. For the academic year 1941-1942 these are as follows:

The American University Bulletin. General Information Number. Volume 17, Number 2. 30 pages.

The American University Bulletin. Program of the College of Arts and Sciences. Volume 17, Number 4. 20 pages—Pictorial.

College of Arts and Sciences. Overview of Program. 6 pages.

Education in Wartime. A discussion of the subject: "Shall I Go to College in Wartime?" 4 pages.

Working Positions, Loan Funds, Scholarship Aid. A summary of the ways in which the College helps worthy students. 6 pages.

Residence Halls, Social Life, Counseling. A description of the human side of college work. 6 pages.

CAREER LEAFLETS

Engineering, Mathematics, Natural Science.

The Christian Ministry.

Journalism, Creative Writing.

Secretarial Science, Business Administration.

Law, Public Administration, Foreign Service

Gifts and Bequests

THE AMERICAN UNIVERSITY derives its income from endowments, from the gifts of its friends, and from student fees. Opportunities in great variety are offered those who would like to associate themselves with the work of this institution in preparing young people for lives of large usefulness. Above all, the University needs additions to its endowments for scholarship aid to students.

FORM OF BEQUEST

I give and bequeath to The American University, in Washington, D. C., or its successors, forever, the sum of dollars to be invested as a part of the permanent endowment fund, and the income thereof applied by the Board of Trustees of said University to the maintenance of the work of the University as may seem best.

Days That We Treasure

ALMA MATER

*Tomorrows pass so soon behind us
Into shadows of the past—
So the years will often find us,
Calling days that flew so fast.*

*Come, come, days that we treasure,
We live in you—
We yearn now for the pleasure
At college we knew;
Friendships will always bind us;
In youth we live, for mem'ries remind us
Of Orange and Blue—
Come, days fullest in measure
Of our A. U.*

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THE AMERICAN UNIVERSITY

GENERAL
CATALOG

BULLETIN

1942-1943

Volume 17

JUNE, 1942

Number 9

College of Arts and Sciences



Summer Sessions



School of Social Sciences
and Public Affairs

WASHINGTON

DISTRICT OF COLUMBIA

